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ABSTRACT

The goal of the Parents Aid School Success (P.A.S.S.) program is to help parents cultivate the necessary attitudes and skills so they are equipped to assist their children in reading and other school subjects. This handbook is for anyone interested in setting up such a program in his/her school. Steps for preliminary planning and program implementation are carefully detailed. Contents for each three-hour parent meeting are specified, including the following topics: (1) What is Reading? (2) Developing Social/Emotional Skills; and (3) Reading for Fun. The topic, objective, materials, and a synopsis of the lesson are provided for each meeting. Parents are then able to go home and, aided by the Parents' Handbook (see related document), carry out appropriate activities to help their children. A wide range of information and resources on all levels (readiness, elementary and secondary) is presented in an effort to make parents feel both comfortable and competent while working with their children. (BP)

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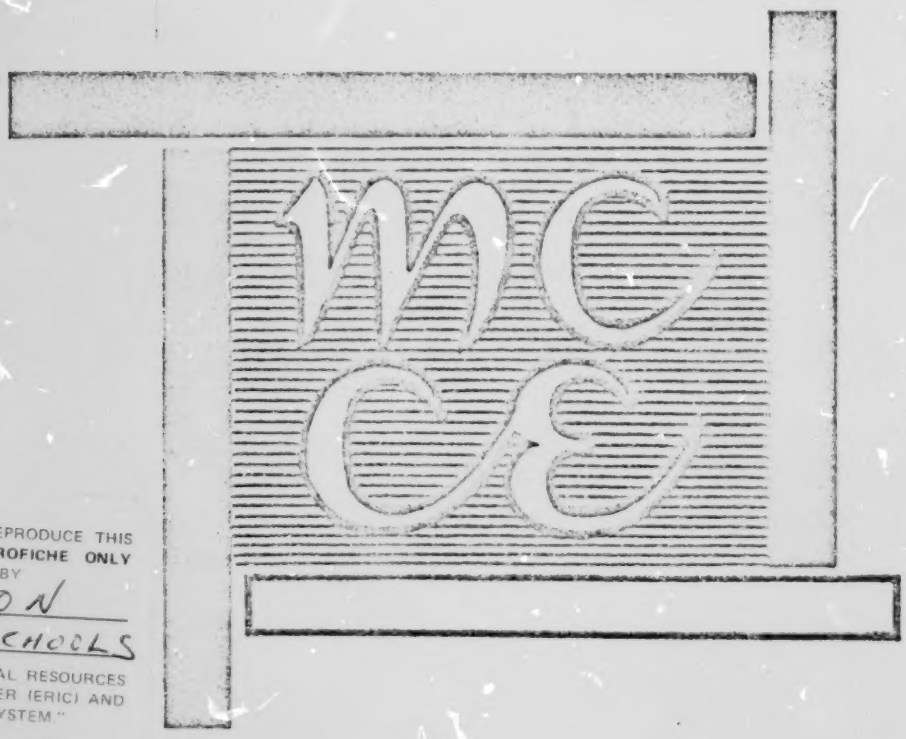
PARENTS AID SCHOOL SUCCESS

INSTRUCTOR'S MANUAL

MARION COUNTY



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PARENTS AID SCHOOL SUCCESS

PHILOSOPHY STATEMENT

Education should be designed to meet the needs of the child's total development. Parents play a vital role in this process. In the past, the role of the parent has not been sufficiently explored or appreciated.

Marion County schools, through Community Education, have developed the Parents Aid School Success (or P.A.S.S.) Program to constructively bridge the gap between home and school. This will be accomplished through a parent education program aimed at assisting parents in becoming partners in their child's learning process.

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OBJECTIVES FOR P.A.S.S. PROGRAM

GOAL

To provide parents with an opportunity to cultivate the attitudes and skills necessary so they are equipped to assist their children in reading and other school subjects.

SPECIFIC OBJECTIVES

1. To acquaint parents with the reading and language skills continuum as shown in the "Ladder of Reading Development".

2. To foster positive parental attitudes concerning their role in their child's educational development.

3. To identify for parents the ways in which reading skills affect learning in other school subject areas.

4. To provide parents with a handbook of activities which reinforces P.A.S.S. classroom instruction.

5. To improve school-community relations and interactions.

P.A.S.S. PROGRAM INSTRUCTOR
QUALIFICATIONS AND RESPONSIBILITIES

QUALIFICATIONS

The primary qualification for *instructing* a P.A.S.S. class for parents is the belief that adults in the child's home are true partners in educational growth. The ability to meet parents as equals and share information with them about learning is vital. The attitudes and enthusiasm of the P.A.S.S. instructor will set the tone and determine the success or failure of the class.

RESPONSIBILITIES

1. Knowing and understanding all aspects of P.A.S.S. Program functioning.

2. Knowing the skills involved in the Reading Ladder of Development

3. Publicizing and recruiting of class

4. Arranging for facilities and materials

5. Contacting the following:

    a. Principal
    b. Faculty
    c. Parent Advisory Board
    d. P.T.A.
    e. Community Leaders
    f. Parents you already know

6. Planning each lesson carefully.

7. Setting up for class and cleaning up afterwards.

8. Familiarity with information and duties in the Marion County Community Education Faculty Manual.

9. Completion of paperwork and time sheets for Community Education. (If paperwork is late - your check will be held!)

10. Attending continuing inservice meetings for P.A.S.S. Instructors when called.

11. Attending any meeting called by Community Education.

PRELIMINARY PLANNING

FIVE STEPS TO SETTING UP A P.A.S.S. PROGRAM AT YOUR SCHOOL

STEP 1: Contact Your Principal

In order for the P.A.S.S. Program to succeed, support of the principal is essential. His or her initial backing will enable you to convince both the faculty and community that parent education is worthwhile.

The first step in setting up a P.A.S.S. Program in your school, (for which you are responsible!) is to meet with your principal and explain the functioning and benefits of the program.

Point out these ways in which parent education benefits the school:

1. Student attitude and achievement is improved.
2. Teacher/parent interactions are increased.
3. Parents are more supportive of the educational process.
4. School/community relations are improved.

Also point out these factors and handle these details at this time:

1. Principal and faculty understanding and support of the P.A.S.S. Program is vital.
2. Attitudes of all concerned will make or break the program, especially in its formative stages.
3. Explain in detail the functioning and philosophy of the P.A.S.S. Program.
4. Discuss what facilities in the building will be used for P.A.S.S. class.
5. Clear all publicity and recruitment letters to be sent home through the principal.

Before you leave this meeting with the principal:

1. A room must be chosen for P.A.S.S. Class and school security procedures discussed.
2. An opportunity to explain the P.A.S.S. Program to the faculty should be set up.
3. Recruitment letters and publicity need to be approved.
4. The letter of intent (on the next page) must be signed by your principal, indicating his or her understanding and support of the P.A.S.S. Program.

Your initial contact with the principal will make a lasting impression. A professional and knowledgeable attitude will be valuable. As the term progresses, keep your principal constantly informed about the program.

LETTER OF INTENT

DATE_____

I have discussed the "Parents Aid School Success" (or P.A.S.S.) Program with the P.A.S.S. instructor who will be working at this school. I understand the program's functioning and philosophy, and will give my support and cooperation. I have approved the recruitment letters and have arranged for a P.A.S.S. Program meeting place.

_____
PRINCIPAL

_____
DATE

_____
SCHOOL

STEP 2: Approaching the Faculty

Along with the principal's support and understanding of the P.A.S.S. Program, the cooperation of your faculty is indispensable. A number of educators are not comfortable working with parents.

In the meeting with the principal, an opportunity to meet with the faculty should be set up. Don't skip this vital session; individual contact with faculty members will not be nearly as effective as a meeting where all the information can be given out uniformly and all questions answered.

The following is a checklist of topics to cover at this meeting:

1. Explain the functioning, purpose, and philosophy of the P.A.S.S. Program.
2. Point out that the intention of the P.A.S.S. Program is not to make educators out of parents, but rather to inform them.
3. Present the ways that parent education benefits teachers in:

    a. improved student attitude and achievement
    b. increased teacher/parent interaction
    c. improved school/community relations
    d. increased parental understanding of school curriculum and policies

Faculty members should be encouraged to ask questions and share feelings at this point so that any misconceptions or negative attitudes can be cleared up. The teachers in the school can be great publicity and recruitment sources if they are not threatened by the program..

Continue to keep your faculty in touch with P.A.S.S. Program progress throughout the term. Help them to see its merits in action.

STEP 3: Publicity and Recruitment

One of the unique facts about Community Education is that the instructors are partially responsible for the recruitment of their own class members. Creativity, energy, and enthusiasm are the keys to getting and keeping these class members.

Knowledge of the community and its contacts and leaders is invaluable. Some parents may ignore posters and recruitment letters, but an invitation from another parent could be the deciding factor. You may already know some parents who are actively involved in your school; P.T.A. members and officers, Advisory Board members, volunteers, aides, a homeroom mother with whom you enjoyed working. A meeting with these people or a telephone call may enlist them as recruiters for the P.A.S.S. Program at your school.

Local churches or civic clubs are also sources of publicity.

In all your contacts from now on, take advantage of any opportunity to support the P.A.S.S. Program. Remember all adults in the community are eligible, including grandparents, aunts, uncles, parents of students in private or secondary schools, etc. Do not limit your P.A.S.S. Class only to parents of students in your school unless your class is overcrowded.

Within the school, a recruitment letter should be sent home to all parents.

A form recruitment letter follows. Information specific to your school can be filled into this basic format.

Posters are also valuable. Local churches and stores are usually cooperative if approached properly, and they are helped to see the value of the program.

Adult and Community Education will support the P.A.S.S. Program with countywide radio and newspaper publicity.

In order to maintain a class size of 20, approximately 30 to 35 persons should be recruited to allow for some drop-outs. Adult education is not mandatory, and with the responsibilities of most parents, occasionally things at home do conflict with class attendance.

Whether or not you get paid and are allowed to continue your P.A.S.S. class will depend on your recruitment. You must maintain a minimum of 20 class members to function.

RECRUITMENT LETTER

DATE_____

Dear Parents:

Parents Aid School Success is a Community Education Program which will present ways in which you can help your children with reading and other school skills. During class sessions, you will be shown some activities you can do at home to help your children learn. Classes will also include presentations, discussion groups, displays of school books and materials, and speakers. You will receive a Parent Handbook of games and activities to do with your children, and be given opportunities to make some of these games.

The P.A.S.S. Program will meet for registration and the first class session on_____from_____to_____ at_____School in room_____. There will be 10 sessions, one each week. Please come to this first meeting and find out more about how you can help your child in school!

Please fill out the form below and return it to school with your child before_____.

Your Name_____

Address_____

Phone Number (where you can be reached)_____

Child's Name_____

Child's Grade and Teacher_____

_____I will attend the P.A.S.S. Program

_____I will not attend the P.A.S.S. Program

STEP 4: Guidelines for Teaching Parents

Teaching adults, although similar in many ways to teaching children, is a new experience for most teachers. Besides the most obvious differences, size and age, adults are not required to attend classes. They come out of need, interest, desire or curiosity. The class sessions must be vital and interesting to maintain this attendance. The relationship between instructor and class needs to be sincere and honest, yet casual and friendly.

The following are some guidelines for working with parents. Consider them carefully along with the suggestions for teaching adults in the Marion County Adult and Community Education Handbook.

Guidelines for Working with Parents

1. Provide parents and guardians with information to help them recognize the value of their role in teaching and influencing their children.
2. Make parents feel welcome and comfortable in the school. The first contact will be a deciding factor in whether or not they return.
3. Respect parents regardless of their social, economic, or cultural background.
4. Seek to meet individual differences according to parents' interests, educational background, and children's ages.
5. Assume that parents love their children and want to help them.
6. Support your school faculty and the county's educational system in your contacts with parents.
7. Answer questions honestly and sincerely without being unprofessional in the information given.
8. Make each parent feel that they and their children are important to you.
9. Recognize that parents have important responsibilities at home. Make your class valuable so that their time away from home is well spent.
10. Use terms parents can understand. Don't hide your meanings in educational terminology.
11. Treat parents as valuable peers and partners in education.

STEP 5: Helpful Hints and Reminders

1. There are several approaches to attendance-taking, one of the requirements of all community education classes. Calling the roll weekly can be one way to get to know the parents' names more quickly. A sign-in sheet can also be effective.
2. It is valuable to take some time at your first session to have the parents sign their names, their children's names, and their children's grades and teachers. This information will be valuable to you in seeing the age/grade span of your parents' children and also in conference planning.
3. Go to the print shop nearest you and get some scrap paper for use in flash card and game-making. Also collect yarn, crayons, scissors, etc.
4. You might want to have parents sign up for conferences ahead of time. Their questions may need specific answers, and you may want to do research in some cases. Recommendations to a parent for helping his child should be thought out carefully and made wisely.
5. Always plan very carefully. You will be better organized and hence more comfortable. You can expect your parents to adopt your attitude. Your ease and enthusiasm come from knowing what you're doing.
6. You may want to include resource speakers into your program. Some suggestions are:
   a. Resource Teacher
   b. L. D. Teacher
   c. Speech Therapist
   d. Hearing Therapist
   e. Librarian
   f. Principal
7. Some parents enjoy sharing an original idea or something they have tried at home. A regular sharing time can be set up. Make this time informal and relaxed. Parents may wish to jot down some new ideas in their handbook.
8. Paper for note-taking can be provided. Some parents will take down information from lessons. These notes could be placed in the back of the Parent Handbook.
9. Certificates of course completion are available from the Community Education office at your request for presentation to class members who attended at least 6 of the 10 sessions. These awards can be given out at your last class session.
10. When choosing a room for the P.A.S.S. class sessions, consider that adults cannot sit comfortably in small chairs or desks. Choose a room with tables and chairs if possible, rather than pupil desks. A chalkboard is also valuable.
11. Remember to discuss the material in the Parent Handbook that accompanies each lesson. Demonstrate some of the activities, and explain all the materials found there.

PARENT QUESTIONNAIRE
AND
P.A.S.S. PROGRAM EVALUATION FORM

At the first session, along with a registration card, have your parents fill out the following questionnaire. The answers contained here will provide the instructor with information to aid in planning class meetings. Use this information to make sure the P.A.S.S. program meets the needs of your particular class. Be sensitive to the fact that parents have different reading levels. Give help where needed if asked.

At your last class session, please have all parents fill out the P.A.S.S. Program Evaluation form as follows. Course evaluation is one requirement of the Community Education office. It also provides valuable input from the parents themselves to help us re-evaluate the P.A.S.S. Program and make improvements necessary to keep the course relevant to Marion County needs. The P.A.S.S. Program Evaluation forms will be handed in to Deborah McBride, P.A.S.S. Coordinator.

P.A.S.S. PROGRAM PARENT QUESTIONNAIRE

NAME_____

NUMBER OF CHILDREN_____

CHILDREN'S AGES_____

_____

What evening would be best for you to come to class?

1st Choice_____

2nd Choice_____

What times would be most convenient for you?

6:00 to 9:00_____

7:00 to 10:00_____

Please answer the following questions to help us plan a course that meets your needs and expectations:

1. Does your child have a specific reading problem of which you are aware?

   Yes_____ No_____

2. Could you describe this problem to the best of your ability?

   _____

   _____

   _____

   _____

3. Is your child now attending a special reading class? Yes_____No_____

4. Any comments or questions that you have, we would appreciate you writing them in this space.

   _____

   _____

   _____

   _____

   _____

CHECKLIST

Please check some of the following items that you would like to have covered in the course.

_____ Making reading games and flash cards.

_____ Visual problems of children related to reading.

_____ Children's attitude toward reading.

_____ How letter sounds form words.

_____ Learning Disabilities and reading.

_____ Conference time with Instructor concerning your individual children and questions you might have.

_____ Suggestions on books you, as a parent, can read to help you.

_____ Suggestions on reading material, and books for your child to read.

_____ Suggestions on read-aloud books.

_____ Discussion groups.

_____ Examining some of the reading materials used in school.

_____ Learning about games to play at home.

List anything else you would like to have presented in this course:

_____

_____

_____

_____

_____

_____

_____

_____

_____

P.A.S.S. PROGRAM EVALUATION

Part I: The Material Covered:

1. Was the sequence of the reading skills fully covered in your opinion?
   Yes_____ No_____

2. Do you feel enough emphasis was placed on reading at these levels?

	Yes	No	Comment
A. Readiness	___	___	_____
B. Primary	___	___	_____
C. Intermediate	___	___	_____
D. High School	___	___	_____
E. Reading for fun	___	___	_____

3. Was the course geared too much toward problem readers, and not the normal or above-average readers? Yes_____ No _____

4. Were the discussion groups valuable? Yes_____ No_____

   A. What topics would you suggest for discussion groups?

   _____

   B. Which discussion groups were the most interesting to you?

   _____

5. Did you use the Games Making Table to make games or flash cards?
   Yes_____ No_____

6. Were your special interests discussed? Yes_____No_____

7. Were the speakers interesting and pertinent? Yes_____No_____

8. Were the ways in which reading relates to other school subjects pointed out to you? Yes_____ No _____

Part II Presentation

1. Was the class well-organized in your opinion? Yes_____No_____

2. Were you comfortable with having the lesson first, discussion groups second, and conference time last? Yes _____ No _____
   Any suggestions?_____

3. Did you get a break at each session? Yes _____ No _____

4. Was the material as it was presented in the lessons:

	Yes	No
A. Clear	____	____
B. Interesting	____	____
C. In logical order	____	____
D. Loud enough	____	____
E. Complete	____	____

5. Did the instructor seem prepared?
   Always _____ Usually _____ Seldom _____

Part II: Presentation (Cont'd.)

6. Were your questions answered to your satisfaction?
   Usually_____ Seldom _____

7. Was the conference time valuable in your opinion?
   Yes _____ No _____

8. Were the lessons too long? Yes _____ No _____

9. Was the course individualized enough? Yes _____ No _____

10. Was the Parent Handbook useful to you? Yes _____ No _____

    Did the instructor explain the activities in the Parent Handbook to your satisfaction?
    Always _____Usually _____ Seldom _____

11. Were the displays of school materials pertinent to the lessons?
    Yes _____ No _____

12. Were the activities done in class worthwhile?
    Always _____ Usually _____ Seldom _____

Part III: Outcome and Follow-through

1. Did you try any of the activities suggested at home with your children? Yes _____ No _____

2. Do you feel that you now have a better understanding of the reading process? Yes _____ No _____

3. Do you feel more comfortable working with your children?
   Yes _____ No _____

4. Do you feel better able to discuss your child's progress with the teacher now? Yes _____ No _____

5. Are you making plans for library visits with your child?
   Yes _____ No _____

6. Do you see any change in your child's attitude since you started this course? Yes _____ No _____

Additional Comments:

_____

_____

_____

_____

_____

INSTRUCTIONAL MATERIALS AND METHODS

PRESENTATION FORMAT AND SUGGESTIONS

The most important factor in the success of your P.A.S.S. class is interest. Just as you vary the activities planned for your students during the day, a class for adults needs a variety of experiences each evening.

The format suggested for each evening is as follows:

First hour.....Welcome, Attendance, Lesson, Break
Second hour.....Discussion Groups
Third hour.....Questions

A cheerful greeting and welcome (by name, if possible) will make the parents feel more at ease. Whatever method you decide to use in taking attendance, don't forget this important step.

The lesson may not always take the full hour, but because parents have different situations at home, the lesson should be presented first in case anyone has to leave early.

A break is vital! Refreshments can be served if desired. A coffee pot is always welcomed! Perhaps parents would take turns being in charge.

The casual form that most discussion groups take can provide the most relaxed and fun-learning situation for the parents. The instructor learns here too; about the parents and their ideas. Sometimes points come up that offer ideas for future discussions. A planned discussion group should be provided in this manual. You can also plan your own to meet your group needs. Also during this second hour, the Games-Making Table should always be available for parents to use. Provide paper, markers, crayons, scissors, paste, etc.; whatever is needed to make the activities and games discussed that evening. Flash card making is also popular. Finally, during this time, set up displays of curriculum materials used in your school to teach the skills discussed in the lesson. Parents value seeing the books and media used by their children in school.

Always be sure you have explained the use of the materials in the display during the lesson time. You will be busy with the discussion group during the second hour, and unable to show materials.

A time for individual questions and conferences is always needed. If parents are asked to hold their questions about specific issues until this last hour, it will not hold up the lesson. Parents enjoy an opportunity to have the instructor speak to them individually. Parents who do not have a conference are free to leave after the second hour.

Materials and Display Suggestions

A. Materials:

The Key materials needed by a P.A.S.S. Program instructor are the P.A.S.S. Program Instructor's Manual and Parent Handbook. The books Parents, Children, and Reading and Dear Parents: Help Your Child to Read, by Pickarts and DeFranco, are also valuable resources to use in planning class sessions. In the References Section of this manual, you will find texts useful in obtaining a background in reading and parent education. Some of these are available at the Marion County Professional Library. Deborah McBride, P.A.S.S. Coordinator, also has references on reading and parent education available upon request.

B. Display Suggestion

Parents are quite interested in the books and materials used by their children in school. Along with each lesson, it is suggested that a display of materials used at that level be set up for parents to view. These displays could include the reading books and workbooks used at that grade level of instruction, texts from other subjects, such as: spelling, math, science, etc., and some media resource kits such as, SRA and Random House learning materials. Also games and library books, task cards, perceptual materials, and so on, could be included. Your resource teacher and reading teachers can be very helpful in loaning you materials for these displays. Do not forget to explain these materials to parents at some point during the lesson. A brief explanation of their level and use will save confusion and mistaken impressions that could arise. Possibly arranging the display with signs as to level and subject area will be helpful.

P.A.S.S. Program Lessons

Lesson #1 "What is Reading?"

Topic: What is Reading?

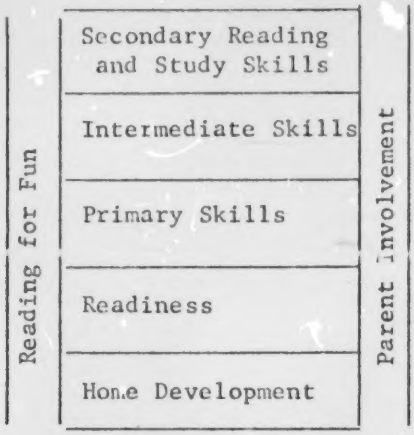
Objective: Parents will be able to identify the elements and the relationship between the elements involved in the reading process.

Materials: Chalkboard, index cards, 2 dittos, enough comic strips for each person in the class.

Lesson:

Synopsis: Essentially the reading process involves two functions. One is the ability to decode our written language symbols. The other is the ability to gain meaning from these symbols. For reading success, these two abilities must function simultaneously. Many factors come to bear on these two functions, creating a sequential development of skills which are all interrelated. They form what is known as the ladder of reading development. A child can be on any rung at any age depending on the extent of his development in the reading process.

The ladder might be pictured on a transparency or chalkboard in this way. Reading for fun and parent involvement are relevant throughout the continuum of skills since they reinforce each step of the ladder.



Home Development - A child must be emotionally, socially, physically, and mentally prepared for his first reading encounter. He cannot relate to these things in a school situation if he is not able to relate to them at home.

Readiness - The factors included in home development are still important here. Many visual and auditory skills are introduced and reinforced. This is a very complex process in which spoken language plays an important role.

Primary Reading Skills - This is the step of the ladder where children actually begin to read. It involves a combination of vocabulary, word analysis and comprehension skills.

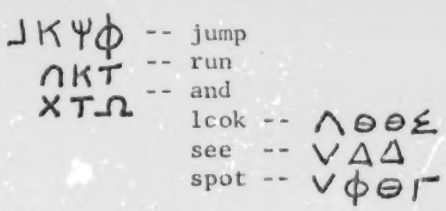
Intermediate Reading Skills - The skills learned at this level are esentially refinements of those learned at the primary level. Reading is required in all subject areas, and is becoming more and more specialized.

Secondary Reading and Study Skills - At this step of the ladder, a child will not only be asked to read and comprehend, but also to make judgments about what he has read. There is much more analization and evaluation done with material at this level.

All of these steps on the ladder relate very closely to each other. One cannot exist without the other. This is a sequential continuum of skills encompassing the entire reading process.

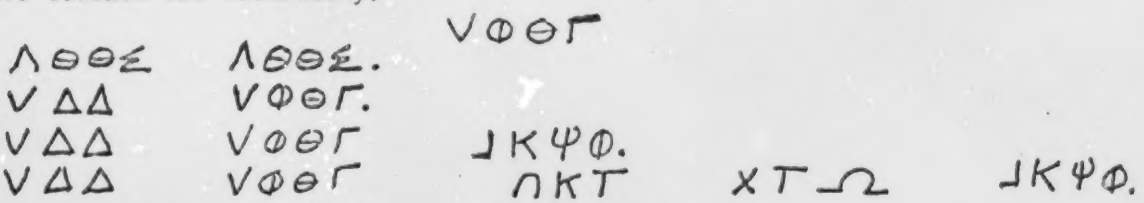
Activities:

1. Make a set of large cards with the following word code. Put the English word on the back of the card for your own information.



Introduce this code to the parents as you would introduce sight vocabulary to a class. This looks to adults as the alphabet looks to children. It is a code, and it must be decoded in order to read.

Make a ditto sheet with the following story for the parents to read after they have learned the vocabulary.



It might be beneficial for the class to discuss their feelings as they did this in order to reinforce the idea of reading as a code.

2. Write the following words on the board.

ness
sogpep
goster
cleist
daping
loglaping
brate
cratter

Give the parents a few moments to decide on pronunciation. It might be fun to go over these words and ask them how they decided what they were. Ask them if, even though they were decoding the words, did they know what the words meant? From this it can be pointed out that decoding without meaning is only word-calling. Comprehension is essential to the reading process.

3. This activity will help parents realize the role which the entire ladder plays in reading. Cut out some comic strips and give them to the parents. Then mimeograph the following directions and questions, and distribute them to the parents.

Read this comic to yourself. Take as long as you like to read. After you have finished reading, see if you can answer these questions to yourself, or write the answers if you wish. The purpose of this activity is to see if you can analyze the process you go through as you read a selection. Don't get upset if you cannot answer some questions. This is just food for thought.

Questions:

1. What parts of your body did you seem to use as you read this selection?
2. What process did you use to figure out what the words meant?
3. How did you know what the words meant?
4. Could you tell in your own words what you read?
5. How long did it take you to read this selection?
6. Did this selection remind you of something that happened to you at one time?

When you are finished, look up and we will soon discuss this activity together. Thank you.

Additional Activity:

In the parent handbook under "What is Reading?", what are some suggestions for things parents can do at home? It could be beneficial at this point to discuss some of these points informally with the parents so they can further appreciate their role as "partner" in this program.

Script and Material

"Primer for Parents" kit is available on request from P.A.S.S. Coordinator Deborah McBride.

The kit consists of a series of overlays which present a mock primary reading lesson to demonstrate for parents the complexity of first approaching the reading task.

The "Primer for Parents" is an optional suggested activity for the "What is Reading?", or "Primary Reading" Lessons.

Readiness Skill Development
Lessons #2 and #3

First of two sections: Lesson #2

Topic: Readiness

Objectives

1. The parent will have some knowledge of the relationship between motor development and readiness for reading.

2. The parent will have some knowledge of the relationship between perceptual skills and readiness for reading.

3. The parent will have some knowledge of the relationship between the ability to reason and readiness for reading.

4. The parent will have some knowledge of the relationship between language development and readiness for reading.

5. The parent will have some knowledge of his role as a teacher of his pre-school child.

6. The parent will have some knowledge of how he can help his child acquire these readiness skills at home.

7. The parent will have some knowledge of the desirable teaching behaviors.

Materials:

Blackboard

Chalk

Parent's Manual

I. Developing Perceptual-Motor Skills

A child's perceptual-motor ability is being recognized as closely related to his ability to learn to read. A trained person can observe a child's motor skills, and from them, tell whether or not the child will have trouble learning to read. For instance, when there is mirror action in the body, there may be a problem with reversals.

Teacher Activity:

Illustrate mirror action and explain about reversals and their relationship to reading. Mirror action is the inability to hold one side of the body still during controlled movement of the other side. There are, of course, other examples that the instructor should give to illustrate the relationship between perceptual-motor development and reading.

Preventive measures can be taken at home. First, large-muscle control is developed using bilateral exercises (both sides of the body are used at the same time.) When these are mastered, unilateral exercises can be introduced (just one side of the body, right or left, is in action.) Finally, the third step is cross-lateral where one member of the right side, and one of the left, move smoothly at the same time.

Teacher Activity:

The instructor should illustrate several of these from the parent manual.

The parents should be cautioned against expecting the child to do things just not possible for him. For example, some children cannot touch their toes without bending their knees. Give the direction, "See how far you can reach to the floor without bending your knees." Give them goals that are possible to reach. Tell the parents to always encourage the child to say positive things; never negative things. If things are not fun, more harm than good will result, and the exercises are not only useless, but destructive.

There are various stages of perceptual-motor growth; from the motor stage you go to the perceptual stage. This includes the tactual sense; the kinesthetic; visual auditory; form (perception of different shapes); and directionality (knowing left and right.) A discussion of these follows.

II. Developing Visual Skills

In order to learn to read, children must be able to see both likenesses and differences in pictures, objects, letters, and words.

The ability to differentiate objects, letters, etc., is called visual discrimination. A child who is learning to read must be able to make fine discriminations of very small differences among letters and words in order to recognize many words.

Visual perception can be developed through training. Parents can help the child at home by providing him with a variety of visual experiences. Even though the activities in the parents' manual are not "alphabet-type" activities, the activities still help prepare the child for his first formal reading experiences.

Visual training should include the following:

1. Color discrimination
2. Seeing differences in shapes (form constancy)
3. Recalling the shapes or objects seen (visual recall)
4. Recalling the order of shapes (visual sequential memory and being able to make a fair copy.)
5. Perceiving directionality (whether the shape goes right, left, up, or down.)
6. Noticing details.

III Developing Auditory Skills

Research indicates a need for more emphasis on auditory training, especially sequential memory skills.

Children may first need to learn to listen. Many children have learned to tune out auditory input. In some homes, the TV is going and so many people are in and out that the child tunes out in self-defense. Sometimes the only talk directed to the child is repetitious orders that are never followed through. Some children have lacked having an adult share ordinary conversation with them (not at them). A child who has learned to tune out will not be able to listen for sounds so necessary in learning to read.

In real listening there must be motivation. The mind must be actively involved. Sounds must first be heard; then mental effort must be applied to sort them out and relate them to past experiences. Finally, there must be training to develop the ability to recall what has been heard in the order heard.

Teacher Activity:

Drawing upon your own knowledge, illustrate the use of sound in beginning reading. For instance, recognizing that the sound sh is at the beginning of show; that tap and hop end with the same sound.

Illustrate some listening activities in the parents' manual. Show how they relate to beginning reading skills.

The ability to recognize differences and similarities in sounds is called auditory discrimination. Many children can hear very well, but are still low in auditory discrimination. In reading, the child must be able to hear the sounds of letters, letter combinations, and words clearly.

If a child is high in auditory sequencing, he is able to recall a given order of individual sounds. Auditory analyzing involves the ability to differentiate between beginning, middle, and ending sounds. The child's auditory memory is important in recalling material he hears. Listening activities are in the parents' manual.

IV. Developing Reasoning Skills

In order to succeed in school, a child must also be able to reason. Reasoning involves not just hearing or seeing, but the ability to associate perceptions with information gained from experiences in an effort to reach decisions and conclusions. Reading is more than recognizing words in print. It is reconstructing facts, experiences, and ideas behind words. In other words, it also involves reasoning.

The ability to reason is developed in part by allowing and encouraging the child to make his own decisions logically and his own mistakes. Reasoning power also involves a wide knowledge of language and many background experiences.

Some children have everything done for them. Everything is explained and answered before the child can question, thus robbing him of the opportunity to think for himself; other parents see a child's questions and curiosity as annoying and discourage the use of such behavior. Both types of children have a difficult time making choices or decisions because they have had neither the understanding nor encouragement to become independent thinkers.

Everyday situations in the home can be used to encourage reasoning. Children can decide whether to wear the yellow or the green socks, and why one would be better than the other; whether to hear a story now or at bedtime; to have dessert after dinner or as a between-meal snack; to have the disliked glass of milk with cereal at breakfast or with cookies at snack time. At a more advanced level, while using blocks, the child can be asked to select the most suitable ones to fit a designated space. When using a simple puzzle, he can try to decide on a missing piece before trying to place it, and tell why he made the decision. In all these, the child should be guided into considering various aspects of the problem. His decision should not be made haphazardly, but based on fact and past experiences. Many children, if allowed, will simply guess, for example, which block to use. It is a good idea to encourage children to think before answering and to give the reasons for their choices.

V. Developing Language Skills

Language skills and reading readiness are closely related. Since language and speech development are so rapid during readiness, adults can assist development by surrounding the child with a "language envelope." This means to talk <u>with</u> the child and <u>to</u> him about everything. The child will respond by first understanding the words and later using them in his own private play as well as in conversation with others. Stress the natural use of language, not a drill session. Language development activities are in the parents' manual.

Teacher Activity:

Ask the class to imagine they are out walking with a pre-schooler, and see a red truck across the street with men unloading furniture. What can the mother say that would help language development? One example is given below.

> "Look. There's a truck that's a big red truck. It's a moving truck. I guess new people are moving in."

This mother is giving language to the ideas she thinks the child is having. She takes an idea, elaborates upon it, and adds bits of relevant information. These short but frequent episodes help to increase the child's language and fund of knowledge. Another mother might simply say, "See the truck." This mother would be missing an opportunity for increased language and mental development of her child.

VI. The Role of Parent as Teacher in Everyday Settings

Burton White at Harvard studied superior mothers and not-so-good mothers. He found that a parent must be skilled at three tasks:

1. designer
2. consultant
3. authority

The designer parent makes the home safe for the child to play; provides a rich, but not necessarily expensive variety of toys and household objects to play with, and allows the child to roam all over the living area. These mothers thus encourage curiosity and their children are smarter than the children of mothers who restrict their activities.

The mother's consultant role comes in when a child runs into something pretty exciting or an obstacle which he can't overcome. The superior mother pauses for a few minutes, and does one or more of the following things:

1. gets in some language.
2. motivates the curiosity further.
3. gives him some related ideas which start him thinking.
4. teaches him the important skill of using adults as resources.

The superior mother encourages the child to master the tasks he gives himself. She provides the language for his ideas. Some mothers, however, make themselves less available, or tend to kill the child's curiosity. Along with this goes the missed opportunity to put language to the child's concepts. These mothers may be loving, patient, and well-meaning parents, but they do not share their child's excitement, and do not stimulate him intellectually or linguistically, nor do they provide feedback and reinforcement.

Authority was the third skill identified by Dr. White. The superior mother is <u>not</u> "namby-pamby". She runs the show. The child is never allowed to drift aimlessly, and at all times knows the limits. The superior mother sets realistic limits, and is consistent in seeing that they are followed every day in every place.

<u>Teacher Activity</u>:

The parents' manual gives some <u>Desirable Teaching Behavior</u>. (Refer to Pages 12, 13 Parents' Handbook). Look over these, and discuss them with the parents. Point out that these DTB's should be followed when doing the activities in the parents' manual. Set up a role playing situation with volunteer parents. One parent teaches another an activity. Watch for DTB's and discuss.

Teacher Activity:

Tell the parent to imagine that the mother and child are in a waiting room. There is a table with a leg which is loose enough to fall off when the child touches it. What does the superior mother say or do?
The mother can say:
What's wrong?
Where does the leg go?
Let's put the leg back on.
Let's twist the leg.
Here's the hole for the screw.
Turn the screw.
Let's turn the leg.

Some mothers say:
Leave it alone.
Don't touch it.
Put it back.
It's broken.

Some may say:
Did you break it?

Some may say:
You broke it!

The class instructor should guide the class in a discussion of how to make this situation a learning one. What would be the best way to handle this situation? Keep in mind the mother's role as a consultant and also her role in socio-emotional development.

Readiness Skill Development
Lesson #3

Second of two sections: Lesson #3

Topic: Social/Emotional Development

Objectives:

1. Parents will be able to identify the factors which contribute to their child's social and emotional readiness for reading and school activities.

2. Parents will have some knowledge of how to interact with their child in ways that foster the child's social and emotional development.

Materials:

Blackboard

Chalk

Synopsis:

Social and emotional development are closely tied to a child's success in school. In a school setting, a child will be working with groups of children and adults. This is different from the one-to-one situation found in the home. The child needs to learn certain skills to adapt to this new situation.

Lesson:

Children need adequate emotional development in order that changes in daily routines will not upset them. They need to face new tasks daily without being afraid of failure. They must be able to follow adult leadership in learning to read and to accept defeat in learning some reading skills and show confidence as they try again to learn them.

Children need adequate social development in order to:

1. Work well in a group and take their share of the responsibility.
2. Cooperate with other children in games.
3. Concentrate on one thing for a period of time.
4. Develop the skill of listening without interruption.
5. Offer help to other children when they need it.
6. Share with others.
7. Wait their turn.
8. Solve problems alone.
9. Take care of their own materials.
10. Find things to work on by themselves.

Social skills and emotional behaviors are formed before the child ever begins his formal schooling. The parents need to acquire some understanding of the part parent-child interaction plays in socio-emotional development.

1. The child should be given small tasks at home such as making his bed or picking up his clothes.
2. A child needs experience in group interaction.
3. Attention span is relative to age and interest, but is learned. Constant interruptions, lack of respect for the child's activities, no interested attention to what the child is doing are not uncommon parental patterns. A child learns to attend largely through a one-to-one relationship with an adult who takes the time to explain, interpret, and clarify; one who listens and responds.
4. A child learns to share by seeing other people share.
5. The child should be motivated through attention and praise, and not through punishment and criticism.
6. Children need opportunities to make their own decisions. The parent can help the child gather relevant information for analyzing a situation and then put questions that assist the child to assess even a simple problem.
7. Every child needs a positive self-concept. He derives this from his social interactions with parents. Parents are essential to his ability to initiate action and to involve himself in new situations. This child must be accepted as unique, given freedom to explore, and have curiosity nurtured in order to develop these.

Teacher Activity:

Divide the class into groups of five. Distribute the following situations to the groups for discussion. Ask them to give suggestions for handling them. When the entire group reassembles, the instructor should point out which solutions relate to this evenings lecture. The terms right and wrong should not be used. The instructor might say:

"Mrs. Smith's suggestions ties in with what we discussed tonight in these ways..."

Developing Attention Span

1. You are mopping the floor. Your child is becoming frustrated because he can't fit the shapes in a toy in the correct slot. What do you do?
   Possible answers might be:
   a. Take the toy away.
   b. Ignore him.
   c. Tell him to wait. You will help him later.
   d. Stop your work for just a second and give him a little help. Perhaps, you may return for more help after the mopping is finished.
   e. Forget your mopping, and play with your child.

2. Three five-year-olds are fighting over a box of crayons what do you do? Possible solutions might be:
   a. Take the crayons away.
   b. Encourage them to dump them out and share. If Johnny complains because another child has a crayon he needs, encourage Johnny to decide what other color he could use until the other child finishes.
   c. Break crayons in pieces, so all can use each.

Primary Reading Skills
Lessons #4 & #5

First of Two Sections - Lesson #4

Topic: Word Recognition and Word Attack Objectives

1. Parents will be exposed to basic decoding skills so they may develop an understanding of the sound-symbol relationship involved in the reading process.
2. Parents will be able to perform activities that will enable them to help their child in decoding.
3. Parents will gain knowledge of a sight vocabulary and be able to engage in activities that will expand their child's sight vocabulary.

Materials:
Chalkboard
Chalk
Overhead Projector
Projection Pen
Letter flash cards
Word flash cards

It is at this beginning reading stage that the child is asked to make the transition from depending entirely on a speaking and listening vocabulary to developing a reading vocabulary. The skills needed for this decoding process should be defined and expanded upon in order to enable the parent to help his child in, 1.) developing a sight vocabulary, 2.) learning to associate visual symbols with speech sounds, and 3.) seeing that reading is always a meaning-making process and that printed words symbols represent speech.

These special skills that enable a person to "identify"--that is, become familiar with--a word when it is presented in its printed form are commonly referred to as word attack skills. In order to pronounce a word that a person meets in its printed form, the person must use word attack skills. The ability to use word attack skills independently will enable a person to become familiar with words in print even though they are not presently in his listening and speaking vocabularies.

I. Word recognition and word attack

One recognized element of the reading process is the translation of the printed word back into speech. This is commonly called the act of decoding, for printed material can be thought of as speech written down. The act of decoding requires that a person have control of a number of special skills called word attack skills.

A. Letter recognition

Stress the importance of knowing the names of the 26 letters of the alphabet not in order but individually, out of their usual order. Letters should be introduced with the lower and upper case form being given simultaneously. Only work with four or five letters at a time before going on to others. Explain that some letters are very similar and it may be considered normal for children to reverse these and other similar letter up through the second grade.

B. Letter formation

Manuscript (printing) writing is made up of straight lines, slant lines, and complete or partial circles. The transition from manuscript to cursive writing is made at about third grade level. Some schools will begin in the latter part of the second grade, others will begin on an individual basis as the student becomes ready to make the transition. There is a good book for parents listed in the bibliography.

C. *The Letter Sounds*

Phonics refers to the sounds of letters and letter combinations. Our language has many inconsistencies which make phonics a difficult word attack technique upon which to rely. Phonics Guide in Parents Handbook.

1. Consonants

Consonants are easier to rely on because most of the consonants have only one sound. There are 21 consonants, each one having a given sound in the initial position, with 2 exceptions.

List of regular consonants and a key word:

b-ball	g-goat	l-lamp	r-ring	w-wagon
c-cat	h-horse	m-monkey	s-sock	y-yellow
d-dog	j-jar	n-nail	t-tiger	z-zoo
f-fish	k-kite	p-pig	v-valentine	

The letter x is most commonly found in the final or ending position as in box. When x is in the initial position it usually has the (Z) sound as in xylophone. q is sounded with the letter u as one sound (KW) as in queen. When the letter c is followed by e, i, or y it usually has the (S) sound. This is called the soft sound of c as in circus. When the letter g is followed by e, i, or y it usually has the sound of (J). This is also called the soft sound of g as in gentle. When these two letters are followed by a, o, or u they usually have the hard sound as (G) in goat and (K) as in cat.

2. Consonant blends

A consonant blend is a combination in one syllable of two or three consecutive consonants each of which retains its own sound when pronounced. The blends fall primarily into 3 groups. Those whose second letter is l as in bl, cl, fl etc., and those whose first letter is s as in sc, sp, st etc. There are some 3 letter blends such as scr, spr, str, and squ, etc. Some blends come only at end of words as nk in blank.

3. Consonant digraphs

A consonant digraph is two consecutive consonants which produce one sound. The regular consonant digraphs are:

wh as in white
ch as in chair
th as in this (voiced) and think (unvoiced)
sh as in shell
ng as in sing

Irregular consonant digraphs are:

ch pronounced as (K) in character
ch pronounced as (SH) in chef
ph pronounced as (F) in phone
gh pronounced as (F) in laugh
ck pronounced as (K) in duck

4. Vowels

The vowels are the 5 letters a, e, i, o, and u. Y and W sometimes function as vowels.

a. The short vowel sounds are:

Initial position	Medial position
a as in apple	a-pat
e as in egg	e-pet
i as in igloo	i-pit
o as in ox	o-pot
u as in umbrella	u-put

b. The long vowel sounds are: (Long vowel sounds are the same as their letter names.)

a as in ape
e as in eve
i as in ice
o as in open
u as in use

c. Schwa Sound: The softening of a vowel sound found in unstressed syllables symbolized by a.

Example: bedlam = bed'lam
beaten = beat'an

d. Vowel generalizations:
1. The vowel sound is usually short when a vowel word ends in a consonant.
2. The vowel sound is usually long when the vowel is the final letter of the word or syllable.
3. The final e is usually silent making the vowel long in words where the final e and preceding vowel are separated by a single consonant.
4. A long vowel sound heard is the long sound of the first vowel; the second vowel is silent unless the two vowels are vowel dipthongs or irregular vowel digraphs.

e. Vowel digraphs and vowel dipthongs are two more classifications of vowel sounds. Each is composed of two vowels. A vowel digraph represents one sound, ex, ee, ei, ey, ay, oo, etc. A vowel dipthong represents a blend of two vowel sounds within one syllable, ex, oi, oy, and ou.

5. The Steps in sounding of consonants:
a. Practice recognizing and helping the child understand what is meant by the beginning sound that a word makes. Many times a child hears a word as a whole and not as a compilation of speech sounds. One way of working with this is to say two words that begin with the same sound "man, moon". Draw his attention to listening for the first sound that you say as you pronounce the word. Give him a few more examples. Then ask him to give you an example of two words that begin with the same sound. Next point out to him the fact that some words begin with different sounds - "man, sit". Give him more examples of words that have different sounds at the beginning of the word. Gradually use words that have different sounds at the beginning but the same sound at the end - "fat, sat". Then let him give you some examples of words that begin with different sound, after he can distinguish beginning sounds in words.
1. Say two words to him. Let him tell you whether they begin with the same sound or different sounds.
2. After he can do the above step, then increase it to three or four words. All of the words should begin with the same sound, except one.
3. Remember, make this experience fun not meaningless drill!

b. After the child can do the above step he is ready to learn to match a particular sound with a particular letter.
   1. Show him a picture such as a dog. Tell him that the sound that he hears at the beginning of this word is represented by the letter "d". Then tell him that the letter "d" represents the sound that you hear at the beginning of the word, "dog".
   2. Tell him other words that begin with that same sound and letter.
   3. Let him tell you some words that begin with that same sound.

c. Next, give the child practice in listening for beginning sounds in words and deciding if they begin with a particular letter.
   1. Designate a particular sound of a letter such as d - for the child to listen for in a word. Say a word to him. Ask him if it begins with that particular letter. All the child needs to indicate is whether it does or does not begin with that letter.
   2. When he is successful let him select two or three words from a group of four or five words or pictures or objects which begin with the particular letter and sound with which you are working. For instance, you might use pictures for the letter "d" - door, soap, dog, pencil, deer.

d. Write a word that begins with the particular sound with which you are working- such as for "d". Then show him four or five pictures or say four or five words and let him tell you which ones begin with the same sound as the word that you have written. Then try the activity that is just the opposite of this. Show him a picture of an object that begins with a particular sound and let him think of or pick out words from a group of words that you have given him, which would begin with that same sound.

D. The Blending

Once a reader can easily associate written symbols with sounds he begins to blend these sounds into words. "Detective" rules for discovering unknown words.
   1. Look at and think of the letter sound at the beginning of the word.
   2. Look at and think of the letter sound at the end of the word.
   3. Look at and think of the letter sound in the middle of the word.
   4. Think of a word, with those letter sounds in it, that would make sense with the other words around it.

E. The Syllabication

Breaking a word into syllables or parts usually comes after the child has learned to distinguish consonant and vowel sounds in a word. Explain here that a word has as many syllables as it has vowel sounds. This can be a tool for figuring out unknown words when reading. Clapping hands for each part of the word he hears is a good way to practice this skill. You might begin by doing names of people.

F. The Sight Words

A sight vocabulary consists of all the words that are recognized instantly by a reader. Regardless of the method used in learning or decoding the word, once it is recognized instantly it becomes part of the persons sight vocabulary. However there are some words that many teachers agree are best taught by the sight method. Some advocate that a basic sight vocabulary is necessary before a reader can use other methods of word recognition and word attack.

A basic list used most widely is the Dolch 220 which is supplied in the Parent' Handbook. This list may become part of the childs' sight vocabulary by second or third grade.

Activities

1. Use letter flash cards to demonstrate way to present letters of alphabet for letter recognition.

2. Use overhead projector to present correct way to form letters using straight lines, slant lines and partial or complete circles.

3. Use parents (each representing a sound) to make words by standing side by side and giving their respective sounds. Use short and long vowel sounds plus consonants that are easy to word with.

Suggested activities

Make sandpaper letters for use with their own children for those who so desire. This may be set up as an activity for activity table if you have one.

Make phonetic word cards at games making table, if parent so desires. Materials needed for these activities are listed with the instructions.

Language Experience

The language experience approach to teaching reading is based on the theory that children learn more readily what is relevant to them. This method of teaching reading works especially well with children whose auditory discrimination is poor or with children whose language patterns, already formed, make it difficult for them to learn through the use of phonics.

Experience charts are used by the teacher with the individual child or small groups. The child or children make up stories based on their own experiences. Often opportunity for these experiences are provided by the teacher through the use of field trips, etc. These stories are written down by the teacher usually on chart paper that is designed like the child's own writing paper. The child or children then read the stories back to the teacher or group.

Activity

Let the group dictate a story to you to demonstrate the steps involved in using experience charts.

II. Comprehension
Objectives:

1. *Parents will demonstrate an awareness that decoding is only part of the reading process by expressing interest in ways to improve comprehension.*

2. *Parents will develop an understanding that there are different levels of comprehension and that there are ways to aid in adequate understanding of printed material.*

Materials

Chalkboard and chalk
Chart Paper and felt tip pens

Activities

Write sentences on chalkboard or chart paper to demonstrate different levels of comprehension.

II. Comprehension

The final goal of a reader is more than just translating printed material into speech. Rather, it is, to react adequately to the material to indicate that understanding of what is being read is taking place. When a reader understands what he is reading it can be said that he comprehends what he is reading. The purpose for reading a given selection should determine the level of comprehension a reader should attain.

A. Levels of Comprehension

1. Literal

The lowest level of comprehension enables the reader to understand the literal meaning of a printed passage. When a person understands a message that is stated directly in printed material, he is comprehending at the literal level. When a person reads and understands the message, "For protection against theft, leave a light on in your house" he can be said to have comprehended the literal meaning of the printed passage.

2. Inferential

Another, and higher, level of comprehension requires the reader to draw inference from printed material in which the literal meaning is not directly stated. For example, a person reads "Extreme weather conditions often adversely affect crops in this area. Excessive rainfall is common at this time of year in this area." To understand that too much rainfall often damages the crops in this area is to comprehend by means of drawing inference. When a person understands a message in material where the meaning is only implied, he is comprehending at the inferential level, indicating that he is able to draw inference.

3. Critical

The highest level of comprehension requires the reader to evaluate and judge what is being read. Such reading is called critical reading. When in addition to understanding what is stated directly and what can be only inferred, a person evaluates and judges the message on the basis of his own experience and research, he is said to be doing critical reading.

B. Comprehension Aids

There are many barriers and tempting pitfalls to literal comprehension and to the eventual critical reading of printed material. A reader must become proficient in breaking down these barriers and avoiding these pitfalls. One way to overcome barriers is for the reader to use information present in the material itself as well as the skills he possesses.

1. One aid to comprehension is the use of printed context. The familiar printed material that comes before and/or after the unfamiliar word or phrase is called printed context. For example, a child reads, "Fishing was bad this morning, but this afternoon I put a Krunchette on my line. Boy! Did I catch fish!" The word Krunchette is unfamiliar to the child, but he arrives at an adequate meaning for the word by using the printed context that surrounds the word in what he read.

The use of context alone will not always enable the reader to arrive at an adequate meaning.

2. Another aid to understanding incorporates the more advanced use of the dictionary.

3. Another aid to comprehension is the interpretation of punctuation marks placed at appropriate spots in sentences.

C. Barriers in Comprehension

Writers often attempt to convey messages by using figurative as well as literal language.

1. Figurative language can be a barrier to comprehension for it requires the reader to sense the literal situation in which the figure of speech is being used, and he must understand the figure of speech; that is, he must interpret figurative language and apply the characteristics of it to the literal situation in order to understand the literal meaning the writer wishes the reader to gain.

2. Still another barrier to comprehension is the tendency on the part of the reader to think of each sentence as a unit of meaning separate from and unrelated to other sentences in the paragraph. Although a paragraph often has a topic sentence which reveals the main idea, a paragraph need not have a sentence that acts as a topic sentence. It often takes several sentences of a paragraph, each making a small contribution to the main idea, to reveal to the reader just what is being discussed in the paragraph.

3. Another barrier to comprehension is the failure of the reader to keep in mind that printed material is essentially written speech and sensing the correct intonation of material being read is important. Oral reading will aid especially in this area. The reader should be able to visualize while reading and this visualization is based partially on his accumulation of experiences. A wealth of experiential background is a valuable and necessary tool in learning to read and understanding what is read.

Oral Reading

Oral reading allows maximum opportunity to practice many aspects of reading. It can and should be a pleasant positive experience for both the reader and the listener. Parents and older siblings can aid the beginning reader by allowing him to read aloud if a good atmosphere is established and a positive attitude prevails. List of suggestions follows in the Parent Handbook.

Suggestions for Oral Reading

Take the time to have your child read aloud to you. Listen wholeheartedly. Try not to let your attention be distracted. Don't try to listen and watch TV at the same time.

If he mispronounces a word keep the word in mind and go back to that sentence when he is finished reading and ask him to reread it. If he gets it correct, forget it. If he repeats his error try to get him to find and correct his own error, perhaps by reading it aloud to him.

If the child does not know a word when reading, first, ask him to read the sentence and leave out the unknown word. Have him think of a word that would make sense in that space. Second, have him think and look at the beginning and ending sound of the word. Third, give him a hint, and fourth, if he still does not know the word tell it to him. Don't put too much stress on the fact that he doesn't know or can't figure it out by himself. Be careful not to make this whole process take too long.

Don't let your child wait too long for help on an unknown word. One to three seconds is usually enough time to allow.

Listen to appreciate. Don't criticize. Try to enjoy the content of the story no matter how simple or complex it might be. Discuss the story with him.

Don't give him the impression that you are listening for mistakes. It may make him nervous and keep him from the real purpose for reading-to get the meaning from print. Limit the time to 15-30 minutes depending on the interest and age of the child. Help him to read with expression. Use puncutuation marks as traffic signals.

PERIOD . = Stop

COMMA , = Slow Down

QUESTION MARK ? = Raise Voice

EXCLAMATION MARK ! = Excitement or Surprise

Intermediate Reading Skills
Lessons #6 & #7

First of Two Sections - Lesson #6

Topics: Development of Word Recognition Skills
Development of Locational Study Skills
Importance of Rate of Reading

Objectives:

1. Parents will be able to identify and understand the major word recognition skills emphasized at the intermediate level.

2. Parents will be able to use some word recognition skill development activities at home.

3. Parents will be able to identify and understand the major locational study skills.

4. Parents will know the importance of reading relative to the other reading skills.

Materials
Short reading selection
Filmstrip or movie

I. Development of Word Recognition Skills.

A. Word recognition refers to the ability to identify the sound and meaning of words as they appear on the printed page. This is the mechanical means we use to unlock unknown words so we can facilitiate the understanding process.

There are four major skills necessary for the development of independence in word recognition. These are:
Recognition of whole words by sight
Using Context Clues
Using Structural Analysis
Analyzing words phonetically

1. Recognizing whole words by sight

This is considered a primary level skill. However, adults are also learning words by sight. When you read do you "sound out" every word or instantly recognize almost all the words?

Most adult reading is sight reading. Recognizing words by sight is accomplished through meaningful repetition. At the intermediate level other methods are also utilized therefore making the use of sight word recognition of less importance.

2. Using Context Clues

The reader comes to understand the meaning of a word by its use in a sentence.

Examples: a. The boy pedalled his bike to the store.
b. A lion roared in his cage at the zoo.

Even if one word in a sentence is unknown, its meaning can be figured out from the sentence.

3. Structural Analysis

To analyze a word structurally requires visual attack methods. These methods are quicker tools to use for more mature readers and are probably used more often at the intermediate level than phonics to sound out unknown words. Words in English tend to be of three main types which allow them to be broken apart for attack. These types are:

Root words with inflectional and derived forms
Compound Words
Polysyllabic Words

a. Root words with inflectional and dervied forms:

Inflectional forms of a root word are formed according to the case, number, and gender of nouns; the tense, voice, and mood of verbs, and the comparison of adjectives and adverbs. Thus the inflectional forms of the noun "prince" is "princes", of the verb "walk", "walks, walked, walking." In general endings are added to a root word to change meaning.

b. Word derivatives are formed from root words through addition of prefix and/or suffix--<u>like</u><u>able</u>, <u>un</u>comfortable.

c. Compound Words are made up of two root words. Example: "something, cowboy." This skill can be easily adapted to a domino game.

d. Syllabication

Syllabication can aid in the identification and recognition of words. It is usually helpful to pupils to understand that there are as many syllables in a word as there are vowel sounds. It is not essential to recognize or pronounce a word to know exactly where some of the breaks between syllables occur. For example, a child does not have to know whether the division of syllables in the word <u>tumble</u> comes before or after the b in order to pronounce the word correctly. Of course for written syllabication that knowledge is essential. Following is a list of syllabication rules that are most helpful to elementary school children.

(1) If the initial vowel in a word is followed by two consonants, the first of two consonants usually ends the first syllable of the word, as in big'ger.

(2) If the initial vowel in a word is followed by a single consonant, the consonant usually begins the second syllable of the word, as in ma'jor.

(3) If the last syllable of a word ends in "le", the consonant preceding "le" usually begins the last syllable, as in ta'ble.

Keep in mind that overemphasis on structural analysis should be avoided. The quickest means should be used to unlock a word. The following sheet on syllabication is for your information.

Syllabication

Prerequisite Skills

1. Distinguishing between vowel and consonant sounds
2. Knowing the consonant sounds and symbols that represent them
3. Knowing both long and short vowel sounds
4. Knowing the symbols that represent the vowel sounds
5. Identifying the vowel sounds heard in a word

Developmental Skills

1. Identifying the vowel sounds in two-syllable compound words
2. Recognizing syllables as parts of a word
3. Identifying the number of syllables in a word by listening for the vowel sound in the word
4. Locating root or base words
5. Learning common syllables in words that are affixed (tion, un)
6. Dividing two-syllable compound words into syllables
7. Dividing three-syllable compound words into syllables
8. Dividing both two and three-syllable compound words into syllables
9. Learning the VCV principle of syllabication (one consonant preceded and followed by a vowel)
10. Learning the VCCV principle of syllabication (two consonants preceded and followed by a vowel)
11. Learning the consonant and "le" principle of syllabication (consonant followed by "le")
12. Dividing two-syllable words that are not compound words
13. Dividing three-syllable words that are not compound words
14. Syllabifying four-syllable words that are not compound words
15. Learning how to accent syllables (primary accent)
16. Learning how to place secondary accents on syllables

Reinforcement Skills

1. Distinguishing between single and multi-syllabic words
2. Dividing two-syllable words into syllables
3. Syllabifying three and four-syllable words
4. Accenting syllables (both primary and secondary accents)

Skill Application

1. Listening for and placing stress on certain parts of spoken words
2. Spelling new words correctly by dividing them into syllables
3. Pronouncing new words found in reading by using tool of syllabication

4. Analyzing Words Phonetically

A. The phonetic approach should be regarded as only one of the methods of word recognition to be used by the mature reader. A reader who relies entirely on sight recognition or configuration will have difficulty developing into an efficient reader. He must also develop skill in structural analysis and phonetic analysis. Over emphasis on any one of the skills does not produce an efficient reader. Be sure to keep in mind that using these skills does not tell the reader the meaning of the word, only the sound of it. If he is to read well he must understand that which he reads.

Formal instruction should decrease rapidly as the child progresses through school. By the intermediate grades most phonetic skills should have been taught. Normally the only need is for review with only a small amount of reteaching necessary.

II. Development of Locational Study Skills

A. These skills are very important at the intermediate level. This area includes the following skills.

Ability to find information in a non-reference book.
Ability to use a dictionary.
Ability to use reference books other than a dictionary.
Ability to locate books and magazine articles in the library.

1. Ability to find information in a non-reference book.

This requires that the student will be able to find the following parts of a book: preface, introduction, table of contents, list of maps, chapter headings, center heading, side headings, index.

2. Ability to Use a Dictionary

The following dictionary skills should be discussed.

Ability to locate a word quickly.
Ability to use the pronunciation key skill in identifying the appropriate meaning for a word.
Ability to use the parts of a dictionary preceding and following the main parts of the dictionary.

3. Ability to Use Reference Books Other than the Dictionary

The parents may benefit from some exposure to the reference materials that is available for their child's use.

4. Ability to Locate Materials in Library.

Children must become familiar with card catalog usage, Reader's Guide, how books are shelved. A tour of the school library may be a good experience for parents.

III. Importance of Rate of Reading

A. The task of the teacher is to help pupils to read at rates appropriate to the purpose and the kind of material.

There are several factors which will affect rate of reading.

1. Word recognition: a person who has difficulty recognizing a word quickly and accurately is likely to be a slow reader. A phonetic reader is a slower reader than a person who efficiently uses instant recognition skills.

2. Eye movements
These movements must be efficient. Eyes cross a line of print in a series of rhythmical leaps. The fewer the aimless regressions the more efficient the reader.

B. A regression is a backward movement of the eyes across a line of print. The "rhythmical leaps" across the page result in what are called fixations. The fewer the number of fixations per line and the shorter these fixations are the faster the rate of reading will be. The final step for an efficient reader is an accurate return sweep. This is the movement of the eyes from the end of one line of print to the beginning of the next.

C. The most important factor to keep in mind is the rate of comprehension. A rapid rate of seeing a page of print with no comprehension is a worthless task. The rate of reading must be closely tied to amount of comprehension taking place.

D. Listed below are guidelines for the improvement of rate of reading.

1. Growth in ability to read at appropriate rates is subject to training.

2. Reading rates should vary with the purpose of the reader and the type and difficulty of the material.

3. Marked differences in children's ability to read at appropriate rates should be recognized.

Improvement of reading rate can be done without costly machinery. Practice is the key. Practice with very easy material is helpful. Wide reading or just a lot of reading will improve rate.

IV. Activity

1. Have group read short selection. Ask if they sounded out each word or instantly recognized words.

Intermediate Reading Skills
Lesson #7

Second of two sections

Topics: Readiness for Learning Each Skill
Development of Comprehension Skills
Development of Oral Reading Skills

Objectives:

1. Parents will understand the meaning of "readiness to learn."
2. Parents will be able to identify and understand the major comprehension skills.
3. Parents will be able to use some comprehension development activities at home.
4. Parents will understand the relationship between oral reading and the total reading program.
5. Parents will be able to provide meaningful opportunities for their children to read orally.

Materials

Filmstrip and projector
Chart paper
Felt tip pen
Selected paragraphs on chart paper or in books.

Lesson:

I. Readiness for Learning

A. Readiness is not only to be considered at the pre-reading level but a child's readiness to learn a particular skill must be considered as each new skill is introduced.

Reading skills taught at the intermediate level become increasingly more sophisticated. Basically they are the same skills taught at the primary level but they are taught using more difficult materials and require a higher level of intellectual functioning. Readiness to deal with a skill at a higher level is determined partly by whether or not the child has mastered pre requisite skills and/or the lower levels of skill performance. For example: the ability to find the main idea in a paragraph at the primary level requires only being able to pull the main thought from a paragraph at the 1, 2, or 3, simple sentences. At the intermediate level it requires understanding of the use of supporting detail and topic sentences. Stating the main idea of a paragraph that is much longer with far more complicated ideas requires a higher level of skill usage. If a child had never practiced this skill at the primary level he probably would not be ready to work on it with sophisticated intermediate material.

II. The Major Comprehension Skills

The following is a list of comprehension skills that should probably be emphasized at the intermediate level.

A. Interpretation Skills

Comprehending literal meaning, relating ideas to previous experience
Awareness of author's purpose
Predicting outcomes

Conclusions and making generalizations
Interpreting skills are dependent on the students general ability, experience and maturity.

B. Comprehending Literal Meaning

Literal interpretation is the first level on the hierarchy of reading skill development. A mature reader will be able to understand the literal interpretation as well as interpret and think about the content read.

C. Relating Ideas to Previous Experience

When the student is able to literally interpret an author's statements he should be able to relate this in some way to his own experience. The importance of a variety of life experiences can not be over stressed at this point because it is just these experiences that we are asking the child to draw on at this time.

D. Awareness of Author's Purpose

Children in intermediate grades can learn to anticipate the purpose of the author even before reading the story. Students at this level will be able to detect the mood of the selection. They should be able to recognize selections written to sway one's emotions or appeal to one's prejudices. Skill development in this area paves the way for developing the ability to detect propaganda.

E. Sensing the Main Idea

The most common reason for reading is to get the general idea of a selection. This skill is basic to other comprehension skills such as summarizing and organizing.

F. Predicting the Outcome

This is based on a literal understand of what the author has actually said plus an interpretation based upon thinking, experience and judgement. Mystery and detective stories provide a further type of material for development of this skill. Many of the decisions one makes in life involve this ability to determine what will happen next.

G. Drawing Conclusions and Making Generalizations

One should be able to interpret the factual information in such a way that one can draw conclusions and make generalizations based on content. This is a high level comprehension skill and requires an adequate experiential background upon which to draw. It should be taught at all levels of elementary school and the ability to master this skill is highly dependent on general mental ability.

II. Reading to Select Significant Details

Ability to note important details is closely related to skill in finding the central thought or the main idea. To be proficient, a reader needs to do more than differentiate between main points and supporting detail; he must also be able to decide which points are important for the purpose he has in mind.

I. Reading to Answer Questions

At times reading to answers questions is a means of improving the ability to note significant details. Not only should the child gain skill in finding answers to questions that are stated by others, they should develop the ability to formulate significant questions for themselves as purposes for reading.

III. Oral Reading

Oral and silent reading skills are related to each other but are distinctly separate abilities. Skills peculiar to oral reading are:

A. Correct pronunciation of words
B. Clear articulation
C. A pleasing and well modulated voice
D. Proper contact with audience

Oral reading can be used as a diagnostic device. In the beginning stages of reading it can be used to check word recognition. It may be helpful in checking comprehension.

In some types of very difficult materials oral reading will help. It seems that understanding in these instances is increased. Beginning readers seem to do this automatically.

Oral reading is a process of oral communication. This should be its most common use.

IV. Activities:

1. On chart paper write two paragraphs, one very simple, the other complex to illustrate point of discussion in "readiness to learn."

2. Have parents read paragraph. Ask simple literal questions. An alternative would be to show a film and ask questions on it.

3. After discussion of oral reading solicit meaningful ways parents can provide oral reading experiences.

4. The exercise on "Following Directions" can be done to point out the comprehension skills used in Following Directions.

Can You Follow Directions?

(This is a timed test - - - - You have only three minutes)

1. Read everything carefully before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word name in sentence two.
4. Draw five small squares in the upper left hand corner.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After the title write, "Yes, Yes, Yes."
9. Put a circle completely around sentence number seven.
10. Put an "S" in the lower left hand corner of this paper.
11. Draw a triangle around the "S" you just put down.
12. On the back of this paper multiply 703 by 66.
13. Draw a rectangle around the word "corner" in sentence four.
14. Loudly call out your name when you get this far along.
15. If you have followed directions carefully to this point, call out, "I have".
16. On the reverse side of this paper, add 8950 and 9805.
17. Put a circle around your answer to number 16, put a square around the circle.
18. In your normal speaking voice, count from 10 to 1 backwards.
19. Punch three small holes in the top of this paper with your pencil.
20. If you are the first person to reach this point, LOUDLY CALL OUT, "I AM THE FIRST PERSON TO THIS POINT, AND I AM THE LEADER IN FOLLOWING DIRECTIONS".
21. Underline all the even numbers in the left side of this paper.
22. Loudly call out, "I am nearly finished, I have followed directions."
23. Now that you have finished reading everything carefully, do only as suggested in sentence two.

Lesson #8

Secondary Reading and Study Skills

Topic: Secondary Reading

Objectives:

1. Parents will be able to identify the various approaches taken to reading at the secondary level.

2. Parents will be able to cite and define the skills handled in secondary reading.

3. Parents will be able to cite alternative ways to present content information to poor readers.

4. Parents will be able to set up a study center at home and encourage good study habits.

Materials:

A. Chart of good study habits
B. Poster of outline form

Lesson

I. Marion County Schools are working towards a planned program of reading instruction in the middle and secondary schools. The plan would have a sixth grade basic skills approach, a reading in the content area and study skills approach for the seventh grade, and an individualized lab session of at least nine weeks for each eighth and ninth grader.

At the present time all middle and secondary schools have programs for sixth, seventh, eighth, and ninth graders and are working towards the planned sequence above.

A. The English or Literature Class Approach

Students in this approach are scheduled into an English class in which higher level comprehension and vocabulary skills are learned and refined. Literary selections are read, discussed, and analyzed. Characters, critical reading and interpretation are some of the skills handled. Rate of reading may also be practiced and improved. At this level students also refine their writing skills in themes and essays. Appreciation of good writing technique and literature is a goal.

The student at a lower rung of reading skill development on the ladder who is still struggling to get meaning from the printed page may have difficulty in this approach if the English teacher does not modify the curriculum to meet his needs.

B. Reading Lab Approach

Most Marion County middle and secondary schools have the reading lab approach.

In this approach students are tested to see their level in reading and then given a program aimed at meeting their needs. If the student needs a remedial program he can do those activities. If he's ready for college prep material, then he'll work on that. All students work on activities that suit them. Many kits and books on various levels are provided. There is testing at the end of the term. This approach presents an attempt to meet students' needs more fully.

II. Below is a list of some of the skills necessary to secondary level readers.

A. Word Recognition Skills

1. Use of Context
2. Use of Phonics
3. Use of Word Structure
4. Use of Dictionary
5. Sight Words

B. Comprehension Skills

1. Word Meaning

a. Context Clues
b. Structural Clues
c. Synonyms, Antonyms, Homonyms
d. Multiple Meaning Words
e. Figurative Language
f. Dictionary Usage

2. Concept Development
3. Sentence and Paragraph Structure
4. Reading for Interpretation
5. Critical Reading

C. Study Skills (see Study Skills Checklist)

D. Appreciation of Literature

E. Speed of Reading

F. Interest in Reading

III. "Reading in the Content Areas"

A. As a student goes through the day to various classes such as social studies, science, and even math, reading is once again what he is asked to do. A student who goes to science class and is handed a book on the 11th grade level and yet he reads at the 8th grade or even 2nd grade level will fail science. Did he fail science or reading. Even students reading on grade level are often deficient in skills like critical reading, vocabulary, and rate. Teachers in these content classes are sometimes aware that there are ways to present information to poor readers; that there are ways to increase vocabulary skills through their subject; that comprehension of their material depends on the student's level of reading.

B. Some examples of what can be done to teach information to poor readers follow:

1. Parent or teacher can read chapter into a cassette tape. Student will listen and then answer questions.

2. Parent or teacher can read the material to student directly.

3. Study guide sheets can be used to point out key vocabulary and main ideas.

4. Classes can be grouped for discussion with good readers reading certain selections aloud.

5. Comprehension exercises can be done using the content material to be learned.

6. Vocabulary notebooks can be kept.

7. Alternative texts can be used.

8. Media can be used to present information to be learned - i.e films, cassettes, etc.

IV. Study Skills

A. At the secondary level study skills are very important to students in the process of gaining knowledge and assimilating this knowledge into a meaningful life pattern. The ultimate goal is that the student will, through the educational process, be a productive and well adjusted person.

B. It's important to point these skills out to parents. Some are:

1. Note taking and outlining
2. Locating information
3. Topics and subtopics
4. Classifying
5. Summarizing
6. Sequence

The checklist of study skills that follows is taken from Karlin's Teaching Reading in High School.

Checklist of Study Skills

I. Selection and Evaluation

Can the student do the following?

a. recognize the significance of the content
b. recognize important details
c. identify unrelated details
d. find the main idea of a paragraph
e. find the main idea of larger selections
f. locate topic sentences
g. locate answers to specific questions
h. develop independent purposes for reading
i. realize the author's purpose
j. determine the accuracy and relevancy of information

II. Organization

Can the student do the following?
a. take notes
b. determine relationship between paragraphs
c. follow time sequences
d. outline single paragraphs
e. outline sections of a chapter
f. outline an entire chapter
g. summarize single paragraphs
h. summarize larger units of material

III. Location of Information

Can the student do the following?
a. find information through a table of contents
b. locate information through the index
c. use a library card catalogue to locate materials
d. use the Reader's Guide to Periodical Literature to locate sources of information
e. use an almanac to obtain data
f. understand and use various appendixes
g. use glossaries
h. use encyclopedias to locate information

IV. Follow Directions

Can the student do the following?
a. see the relation between the purposes and the directions
b. follow one-step directions
c. follow steps in sequence

V. Specialized Skills

Can the student do the following?
a. understand the significance of pictorial aids
b. read and interpret graphs
c. read and interpret tables
d. read and interpret charts
e. read and interpret maps
f. read and interpret cartoons
g. read and interpret diagrams
h. read and interpret pictures

C. Examine these study skills carefully with the parents. Practice at study skills is the key to formation of good habits.

D. Fostering a good study atmosphere at home is not as difficult as it seems. Several key facts can be kept in mind.

1. quiet spot
2. lighting adequate
3. supplies; notebook, pencils, book etc. available
4. consistent location for study
5. timing - a study schedule and routine is valuable in forming good habits

E. Parents can try to find a spot for students to study that meets the above standards to the best of their ability. Younger brothers and sisters and T.V. are often the prime distractors. Some systems for controlling distractions as much as possible should be considered, and discussed.

V. Summary

The most important points to stress in the Secondary Reading and Study Skills lesson are:

1. Reading skills are at the very center of sucess in middle and high school.

2. Ways can be found to help secondary students with reading problems achieve.

3. Parental support of good study habits is vital, and setting up a study spot at home and supervision of study habits is important.

Be sure to discuss the material in the Parent Handbook on study skills and ways to help poor readers with content subjects.

VI. Activities

A. Have a discussion in which parents examine their home setting and decide what can be done to set up a "study spot" meeting the requirements presented in the lesson. At the end of the discussion each parent should have a few ideas on setting up a study center in their home. Discuss what can be done about distractions.

B. Have a developmental reading teacher from one of the middle schools or one of the high school reading teachers come to explain how reading instruction is handled in their school.

C. For parents who are interested, you may want to have a group review of outline and notetaking skills.

Lesson # 9

Reading for Fun and How to Choose Books

Objective: Parents will be able to identify ways of enhancing reading enjoyment in the home.

Objective: Parents will be able to identify some of the better books available for children at various interest and ability levels.

Objective: Parents will be able to apply their knowledge of how to choose a book by selecting a book for their child.

Materials

Books (Newberry, Caldecott, picture, etc.)
Chart showing characteristics of a good book

Lesson Overview: This week is devoted to helping the parent become more aware that reading is for enjoyment. It should seem a natural and comfortable time.

Countless studies have shown that when reading is begun in the home at an early age and continued as an enjoyable practice, the child benefits. His language development during his pre-school years will greatly affect his beginning and continued progress at school age.

In this lesson it is important for the class to be made aware of certain information. It is that:

1. It is important and profitable to make reading a continued facet of life (as natural as talking).

2. There are certain basic criteria to look at when choosing a book.

3. Values can be clarified by presenting the right book at the right time.

4. Children should be taught how to care for books.

5. The 20th century has brought about changing interests and greatly increased the means for gaining information and enjoyment. (i.e. T.V., radio, movies, tape recorders, records)

The Lesson: One of the most important ways in which a young child realizes that reading is meant to be an enjoyable experience is by seeing those important to him reading for pleasure and also "taking pleasure in their reading." (i.e. finding needed or new information, singing a song, finding a joke)

It is vitally important to convey to the class that reading within the home should not seem like a school situation. It should be made to seem natural. If a parent is not comfortable sitting down to read a book or magazine, then he should not attempt to be false with the child. Use reading in ways that are comfortable to the parent and child. Encourage the class that they might want to develop new interests along with their child.

Some ways of showing interest in reading without actually sitting down with a book or magazine are:

1. While mother is using a recipe card she can let child see information that's on it.

2. Father can let child help put together new equipment by using instructions. (If no instructions used, tell child names for parts.)

3. Take child to the grocery store. Let him help find groceries.

4. Take walks around the neighborhood. Name things that you see.

5. Visit the library and discover the programs and exhibits available for children.

In a home where little reading exists, the above are some ways of hopefully enticing the child into books. Mention often that parents should begin reading aloud to their child at a very early age (infancy). Begin with Mother Goose, Picture books, etc. Continue oral reading even after the child begins to read independently. This practice will help him become aware of the world full of books that are waiting for him.

A large range of selection exists for choosing books for children. Present these to your class. Discuss characteristics.

1. Folk Tales - Cinderella, Three Little Pigs
2. Picture Stories - Peter Rabbit, Mike Mulligan and His Steam Shovel
3. Stories of Family Life - Henry Huggins, Strawberry Girl
4. Historical Fiction - Johnny Tremain, Island of Blue Dolphin
5. Animal Stories - Make Way For Ducklings, Rascal
6. Biography - Daniel Boone
7. Fantasy - The Cat in the Hat, Charlotte's Web

Next, the following points concerning the selection of books should be gone over in class. When choosing a book:

1. Look at the individual child - his interests, abilities, background, attitude, reading skill (Where is he on the ladder of reading development?)

2. Look at the needs of the child - widen his horizons, present heroes, intensify values.

3. Look at the individual book. It should have: (Give examples)
   a. Strong theme - idea of the story - what it's about.
   b. Lively plot - action of the story - grows out of the theme- what happens in the story.
   c. Memorable Characters - ones that will recall the story to mind.
   d. Distinctive Style - way of using language. (Newberry Medal).
   e. Significant Illustrations - action, color, depth. (Caldecott Medal).

(At this point use pre-made charts to show a story with the above characteristics well used. An example is placed here for your use.)

The Three Little Pigs

a. Theme - uneven conflict, little pigs pitted against the wicked wolf. Wisdom against foolishness.

b. Plot - Building up and tearing down - action-logic-foolishness leads to doom.

c. Memorable Characters - pigs, wolf (show pictures)

d. Style - read orally a section- "Little pig, Little pig, let me come in, No, not by the hair on my chinny-chin-chin"

e. Illustrations - try and find a copy with good pictures. Otherwise, use a Caldecott book.

Next let the class know that emphasis should be placed on caring for books whether they belong to the individual or are borrowed.

1. Make sure the book is of a quality sturdy enough for the age of the child.

2. Encourage the child to keep his book clean- wash hands before using - keep on shelf assigned for books- pick up off floor when found, etc.

3. Teach the child how to be careful when handling the book. Show him how to turn pages. Present him with a bookmark. Be a good model.

4. Help the child to realize the value of books.

5. Emphasis should be placed on the fact that accidents do happen - Punishment should not be such that it turns the child away from books.

Parents should be encouraged not be compare one child's interest in books with that of another child. Each child is an individual and the parent should try to foster individual interests and abilities.

At this point it might be good to go over lightly the care of books taken from the school library.

1. Read some of the library books your child brings home.
2. Try to visit the school library to see what is available.
3. Encourage your child to check out books.
4. Help the child remember to return his books promptly.
5. If possible, let your child choose a favorite book to be bought and placed in the school library in his name.

When a parent wishes to purchase a book for a child and is unsure of what book to choose he can always feel confident in choosing either a Newberry or Caldecott Award Winner.

Explain to the class how the winners are selected and show some of the actual books if available at your school.

Newberry Medal - named for John Newberry, first English publisher of books for children - given annually for the year's most distinguished literature for children.

Caldecott Medal - named for Randolph Caldecott, an exceptional illustrator of childrens picture books - given annually for the most distinguished picture book for children published in the United Stated.

Emphasize that books that are put in the home should be enjoyed. Do not purchase books just to sit around. One book well chosen and frequently used is worth six that gather dust on shelves. Be discriminating in your choice of reading material. Have a few good magazines for adults and children available if possible.

Before going into the section on the 20th Century, tie up any loose ends you notice or ask for questions. Re-emphasize that reading is an on-going process. It should grow with the child. Although many of the suggestions in this lesson relate to the pre-school and young learner, they can be adapted to the older child. As children grow older, discussion of a topic or particular book will help spark their interest.

The 20th Century - Each era has had a scrapegoat that hindered the acceptable reading of children. Once it was the penny paperback, today it is television.

Each person must make his own decision about the worth of television.

The class should explore some of the pros and cons. The instructor can present ways of utilizing television for language enrichment. Some suggestions are:

1. Watch the educational shows with young child when possible. Encourage him to verbalize his experiences. Follow-up as possible in daily home living.

2. Be aware of the emotional and value impact T.V. can have on children.

3. Ask the children questions about their T.V. interests as they get older. Be a good listener.

All of the audio and visual equipment available today has made it possible for an individual to see and hear exciting happenings. To many people a book can come up short when compared with T.V., radio, movies, records.

The aspects of a book building imagination and creative thought can be explored if it seems appropriate for your group.

Conclusion: Please add your own wealth of thought, idea, and experience to the above lesson. Let your own enthusiasm for books show but not overwhelm.

This lesson is a guideline, expand upon it, make it into what you feel comfortable presenting while hitting upon areas.

Activities

1. Show some of the best in childrens books at various age levels.
2. Have a display of books set up which parents can view.
3. Go over the finger plays that are in the Parents Manual.
4. Skim over the complete section from the Parents Manual that goes with this lesson.

Suggested Activities -

1. Read a short children's story orally to give an idea of how to put expression into reading.
2. Plan a class visit to the public library. Make arrangements with Miss Dolly Daugherty.
3. Show the parents how they can do "experience books" at home with their child.

Lesson # 10

Parents and Children Together

Objective: Parents will be able to use the information and skills learned in the PASS Program to work with their children on selected learning activities.

Parents and children will enjoy an evening together at school.

Materials:

Parents Handbook
Learning Games
Construction paper, scissors,
glue, markers etc.
Library Books

Synopsis:

Some PASS instructors may want to end their series of classes with a session in which parents and children together come to school to learn. This session should be fun and informal with the main objective being parents, children, and teacher communication and enjoyment of a learning situation.

Lesson:

There are several ways in which to organize the session. The first method would be to have introductory remarks about how important learning together is and how much fun it can be. Then parents and students are allowed to choose from learning centers containing games and activities, library books, filmstrips, and so on. Parent-child teams could rotate through 2 or 3 centers. Another method would be to have parent-child teams choose an activity from the Parent Handbook to carry out together with PASS instructor roving among teams. After this time, children could be separated for a film while the PASS instructor discusses the parents' performance with them.

A final suggestion would be to have a program for parents and students to enjoy a movie, a story telling, a puppet show, a play followed by refreshments and conversation.

The session can be ended with the presentation of Community Education Certificates to parents completing the PASS Program. A certificate could be made for the children, too, for supporting their parent in their adventure as partners in education.

Make sure to do evaluation form.

Discussion Groups

The following discussion groups are provided as suggested topics for use in PASS Program Classes. With the format calling for discussion groups the second hour, these guides are prepared to help you in your planning.

It is your responsibility to see that every class session is well organized and has a variety of activities. Choose from these topics or come up with some of your own. A parent or group of parents may have an area of special interest which would spur a discussion. Examine the parent questionnaire to find areas of interest.

Discussion Group # 1

T.V. and Children

Since many children spend a great deal more time watching T.V. than they do in any other activity, there is some controversy over how valuable T.V. actually is. These ideas range from the opinion that for some children it is the only learning resource available.

Following are some articles on the varying beliefs concerning the T.V. question. It is necessary to read and understand these articles thoroughly before beginning this discussion in order to present the viewpoints appropriately.

It would be invaluable to remember that many of the parents will be reluctant to contribute their ideas and the instructor will have to draw them out.

During the discussion there are certain points that could be brought out such as:

1. Children without a T.V. tend to socialize more with other children for amusement and this encourages the development of their social skills.

2. Families operating without T.V. tend to plan many more activities together which reinforces a child's self-concept.

3. Games and library books become an important alternative. Both of these things help children associate their school training with their at home activities.

4. A child's imagination expands tremendously without a T.V. He is obliged to develop toys/stories for his own amusement. As he does this his verbal and written fluency increase.

5. When a television is used as an instructional tool in the home and parents share their child's viewing experiences, T.V. becomes a positive learning activity.

6. Television can be a highly motivating contribution to a child's early learning development.

7. Television can contribute to an upgrading of educational quality on a large scale.

Discussion Group:

References for "TV and Reading"

1. "The Boob Tube Doesn't Live Here Anymore", Mary G. Nelson, Redbook Magazine, July 1974.

2. "Beyond Sesame Street: TV and Preschoolers", Collins, Knowles, Morse, Educational Leadership, Vol. 28 #2, November 1970.

3. "Children of Television", Nancy Larrick, Teacher Magazine, September 1975.

4. "Family Hour", Lynn Mills, Teacher Magazine, September 1975.

5. "How to Put Your TV Set to Work", Morris, Gregory, TV Guide, September 27, 1975.

Discussion Group # 2

Tests and What They Mean

If you do not feel comfortable presenting this information on tests as a topic for a discussion group perhaps you could get your school counselor or resource teacher to lead this group for you.

You will want to discuss tests in a general way rather than specifically. You will need to read the resource article before presenting the discussion. You may want to use the format used in the material included or you may want to ask for questions concerning tests from your group.

The list of Do's and Don'ts in Discussing Tests is good and deserves your close attention.

Telling Parents About Testing

How good is my child in school? Is he college material? Does he have a high IQ? Will he have good enough marks to get into the college of his choice? Today's parents don't start asking themselves questions like these when their child is in seventh or eighth grade; they begin to push the panic button when he's in kindergarten. That is why teachers touch a supersensitive area when they talk to parents about tests their child is taking, particularly tests that measure his abilities, aptitudes, and IQ.

What teachers tell parents and students about intelligence tests can have an enormous impact on a school's public relations. One columnist reported that he receives a continuing stream of letters from worried parents and students who have been told "the bad news" about a low IQ test score. Parents still tend to regard the results of an intelligence test with the finality of a medical test, although, as the columnist pointed out, IQ's are not the be-all and end-all of education. Specialists in the learning process have long recognized the limitations of the IQ, and this fact should be pointed out to parents of children with high IQ's as well as those with lower IQ's.

The best approach in handling parent questions about testing is to answer them as fully and as understandably as you possibly can. The following are some answers to questions teachers encounter during individual conferences with parents who are concerned-perhaps even frightened or angry-about tests their children are taking. They were adapted from "Standardized Tests-Good or Bad?" a message to parents from the Suffolk (Va.) City Schools.

What is a standardized test?

A standardized is a means of obtaining a sample of what a person is like or what he is doing at a particular time. Just as a doctor takes a sample of blood to determine the condition of all blood, so a school takes a sample of a pupil's ability in order to evaluate or appraise the nature and quality of his various abilities. These tests have been checked for validity and reliability by trying them out on thousands of pupils in order to obtain scores for typical pupils of various ages. The results can therefore usually be relied upon as strongly indicative of potential ability. Because of the careful processes used in developing and refining the tests, they are called "standardized tests."

What is meant by a scholastic ability test?

These tests are designed to evaluate your child's ability to learn from school programs and experiences. It is from such a test that the IQ, or intelligence quotient, is derived. The IQ is not an exact measure of a child's mental capacity; rather it is a rough indication of his potential. It is not precise, and should not be used as if it were. It is an approximation of the mental capacity of a child compared to the mental capacities of other children who have taken the same test under the same conditions.

What does the IQ test not measure?

It does not measure some of the qualities educators have found to be extremely important in the development of complete individuals: character- the willingness to assume social and personal obligations, to work, and to persevere in that work until it is completed; creativity-the ability and imagination to perform creatively; social adjustment- readiness to meet people and the ability to lead and influence them in meaningful activities; health and physical stamina; and manual skills.

What are achievement tests for?

They measure the progress or lack of progress of your child in a particular subject. They answer such questions about your child as: Can he do simple problems in arithmetic? Does he read with reasonable speed and accuracy? Has he learned as much as he should for his particular age and grade.

What do aptitude tests measure?

An aptitude test attempts to forecast the possible success or failure of your child in a particular subject or field of work. It is used to identify those areas in which he is weak or strong, to help him obtain a realistic picture of himself in regard to what he can do. It is not intended to discourage him, but to help him understand the requirements of a vocation or career. After all, it would be a tragic waste to invest thousands of dollars and thousands of hours of your child's time in musical training if he has no aptitude for music.

Are tests the only way to find these things out?

The answer is an unqualified "No". Tests have many limitations as well as many uses. Only by combining all the factors in a child's school life, home life, and personal makeup can educators reach reasonably valid answers.

Do's and Don'ts in Discussing Tests

Do stress the positive. If a boy's aptitude test reveals low aptitude for academic learning but high mechanical skill, talk to his parents about the mechanical ability first.

Don't argue. If parents refuse to believe a test result that is upsetting to them and to their high expectations for their child, respond in the following vein: "You may be right. Test results are not final, and Johnny's interest and skill in reading may well improve if you and I work together to help him. Don't forget that his mechanical ability is very high. Let's see if we can interest him in reading books about automobiles-a subject he wants to know more about."

Do point out the weaknesses as well as the values of standardized tests - the fact that they are not infallible indicators of a child's future success or failure.

Do make sure that parents understand what you are saying. Avoid use of terms that are probably unknown to them: commercial names of the various tests, and such phrases as "cumulative records," and "student norms." The fact that they don't ask what you mean by such terms does not indicate that they understand them. Chances are they are reluctant to admit they don't know.

Don't overpower parents with too much information at one time. Remember, most of what you'll be saying will be new to them, and will take time for them to digest.

From: Working with Parents by National Education Association

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—GEORGE K. BENNETT, *President*—

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ON TELLING PARENTS ABOUT TEST RESULTS

LIKE any other organization dealing with people, a school has many confidences to keep. School administrators, teachers, and especially guidance workers inevitably come to know items of private information. A gossip who carelessly passes such information around abuses his position and his relationship with his students. It is both right and important that some kinds of information be kept in confidence.

What about test results? Do they belong in the category of secrets, to be seen only by professional eyes and mentioned only in whispers? Or is their proper function best served when they become common knowledge in the school and its community? (In some towns, names and scores have been listed in the local newspaper, much like the results of an athletic contest.)

We think neither extreme is a good rule. Sometimes there is reason to make group data—figures such as the average and the range from high to low—generally public. Seldom should individual results be published except for the happy announcement of a prize won, a scholarship awarded, and the like. But short of general publication, school guidance workers face a particularly important question: Should parents be told their children's test results?

Hard questions, often, are hard because they deal with genuinely complicated problems. Simple "solutions" to such questions are likely to be a trap rather than an aid if their effect is to divert our attention from the difficulties we truly face. Simple rules or principles, on the other hand, can be of real help as one tackles complex problems and situations. This article will present some rules that we have found useful in facing questions such as—

"What should I say when a mother wants to know her son's IQ?" "Should we send aptitude test profiles home with the children?" "We feel that parents in our school ought to know the results of the achievement tests we give, but then it's hard to explain the discrepancies between these and the teachers' grades."

No single procedure, obviously, can be appropriate for every kind of test. Nor for every kind of parent. To Mr. Jones, a well-adjusted and well-educated father, a report of his daughter's test scores may enhance his understanding of her capacities and of what the school has been giving her. To Mr. Green, a somewhat insecure and less knowledgeable man, the identical information may spark an explosion damaging to both child and school. And the counselor or teacher often has no sure way of knowing which kind of person he will be reporting to.

Two principles and one verbal technique seem to us to provide a sound basis for communicating the information obtained from testing. The two "commandments" are absolutely interdependent—without the second the first is empty, and without the first the second is pointless.

The first: PARENTS HAVE THE RIGHT TO KNOW WHATEVER THE SCHOOL KNOWS ABOUT THE ABILITIES, THE PERFORMANCE, AND THE PROBLEMS OF THEIR CHILDREN.

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The second: THE SCHOOL HAS THE OBLIGATION TO SEE THAT IT COMMUNICATES UNDERSTANDABLE AND USABLE KNOWLEDGE. Whether by written report or by individual conference, the school must make sure it is giving *real* information–not just the illusion of information that bare numbers or canned interpretations often afford. And the information must be in terms that parents can absorb and use.

Few educators will dispute the first principle. It is in parents that the final responsibility for the upbringing and education of the children must lie. This responsibility requires access to all available information bearing on educational and vocational decisions to be made for and by the child. The school is the agent to which parents have delegated part of the educational process–but the responsibility has been delegated, not abdicated. Thoughtful parents do not take these responsibilities and rights lightly.

The parents' right to know, then, we regard as indisputable. But, to know what?

Suppose that, as a result of judicious testings, the school knows that Sally has mastered social studies and general science better than many in her ninth grade class, but that few do as poorly as she in math. In English usage she stands about in the middle, but her reading level is barely up to the lower border of the students who successfully complete college preparatory work in her high school. The best prediction that can be made of her probable scores on the College Boards three years hence is that they will fall in the range which makes her eligible for the two-year community college, but not for the university. She grasps mechanical concepts better than most boys, far better than most girls. Looking over the test results and her records, her experienced teacher recognizes that good habits and neatness of work have earned Sally grades somewhat better than would be expected from her test scores.

All of these are things Sally's parents should know. Will they know them if they are given the numbers–Sally's IQ score, percentiles for two reading scores, percentiles on another set of norms for several aptitude tests, and grade-placement figures on an achievement battery?[1]

Telling someone something he does not understand does not increase his knowledge (at least not his correct and usable knowledge–we are reminded of the guide's observation about the tenderfoot, "It ain't so much what he don't know, it's what he knows that ain't so that gits him in trouble"). Transmitting genuine knowledge requires attention to content, language, and audience. We have already referred to some of the characteristics of parents as an audience. Let's look at the other two elements.

Content means that to begin with *we* must ourselves know what we are trying to get across.

We need to know just what evidence there is to show that the test results deserve any consideration at all. We need equally to know the margins and probabilities of error in predictions based on tests. If we don't know *both* what the scores mean *and* how much confidence may properly be placed in them, we are in trouble at the start–neither our own use of the information nor our transmission of it to others will be very good.

Content–what we are going to say–and *language*–how we are going to put it–are inseparable when we undertake to tell somebody something. In giving information about test results, we need to think about the general content and language we shall use and also about the specific terms we shall use.

To illustrate the general content-and-language planning: a guidance director may decide that he wants first to get across a sense of both the values and the weaknesses of test scores. One excellent device for his purpose would be an expectancy table *or* chart. Such a chart can make it clear to persons without training in statistics that test results are useful predictors *and* that the predictions will not always be precise. Local studies in one's own school or community are of greatest interest. But the guidance director who lacks local data may still find illustrative tables from other places helpful in preparing parents and students to use test results in a sensible way. (An example is given in Figure 1, on page 4, with references to others that may be found elsewhere.)

Specific terms used in expressing test results vary considerably in the problems they pose. Consider, for example, the different kinds of numbers in which test results may be reported.

IQ's are regarded as numbers that should rarely if ever be reported as such to students or to their parents. The reason is that an IQ is likely to be seen as a fixed characteristic of the person tested, as somehow something more than the test score it really represents. The effect, too often, is that of a final conclusion about the individual rather than that of a piece of information useful in further thinking and planning. Few things interfere more effectively with real understanding than indiscriminate reporting of IQ scores to parents.

Grade placement scores or **standard scores** of various kinds are less likely to cause trouble than IQ scores are. Still, they may substitute an illusion of communication for real communication. Standard scores have no more meaning to most parents than raw scores unless there is opportunity for extensive explanations. Grade placements *seem* so simple and straightforward

[1] The implied "No" answer to this question does not, of course, refer to those few parents trained in psychometrics – perhaps even to a point beyond the training of the school staff. Parents include all kinds of people.

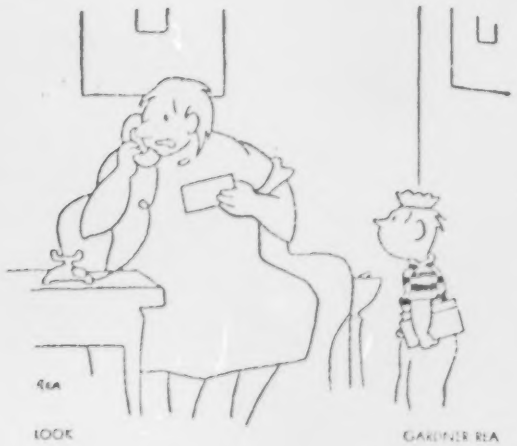
that serious misunderstandings may result from their use. As noted in a very helpful pamphlet,[2] a sixth-grade pupil with grade-placement scores of 10.0 for reading and 8.5 for arithmetic does not necessarily rank higher in reading than he does in arithmetic when compared to the other sixth-graders. (Both scores may be at the 95th percentile for his class—arithmetic progress much more than reading progress tends to be dependent on what has been taught, and thus to spread over a narrower range at any one grade.)

Percentiles probably are the safest and most informative [illegible] if their two essential characteristics are made clear: (1) that they refer not to per cent of questions answered correctly but to per cent of people whose performance the student has equalled or surpassed, and (2) who, specifically, are the people with whom the student is being compared. The second point—a definite description of the comparison or "norm" group—is especially important in making the meaning of test results clear.

Much more can be said about the kinds of numbers used to convey test score information. Good discussions can be found in a number of textbooks.[3] But a more fundamental question remains—*are any numbers necessary?*

[2]Katz, M. R. *Selecting an Achievement Test.* E. & A. Series No. 3, 1958 (Page 26). Available free from Educational Testing Service, Princeton, New Jersey.

[3]See, for example, Chapters 17 and 18 in *Measurement and Evaluation in Psychology and Education*, by Thorndike and Hagen (New York: Wiley, 1955), of pages 556-563 and 584-588 in *Appraising Vocational Fitness*, by Super (New York: Harper, 1949).



"It's about Benny, doctor. He's just come from school with an IQ of 101! Should I put him right to bed?"

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We intend nothing so foolish as suggesting a ban on the use of numbers in reporting test results. But we have been struck repeatedly by the fact that some of the very best counselors and many of the best written reports present numerical data only incidentally or not at all.

Along with the two "commandments" at the beginning of this article, we mentioned a verbal technique. Generally, we dislike formulas for writing or speaking. This one, however, seems to have advantages that outweigh the risks attending its suggestion. It's just a few words:

"You score like people who . . ." Or, to a parent, "Your son (or daughter) scores like students who . . ."

The sentence, of course, requires completion. The completion depends on the test or other instrument, the reason for testing, and the person to whom the report is being given. Some sample completions:

". . . people who are pretty good at office work, fast and accurate enough to hold a job and do it well."

". . . people who don't find selling insurance a very satisfactory choice. Three out of four who score as you do and become insurance salesmen leave the job for something else in less than a year."

". . . students who find getting into liberal arts college and getting a B.A. degree something they can attain only with extra hard work. On the other hand, they find a year or two of technical school interesting and they probably do well in the jobs to which that leads."

". . . students who are disappointed later if they don't begin a language in the ninth grade and plan to take some more math and science. It's easier to head toward business later if you still want to than to go from the commercial course into a good college."

". . . students who don't often—only about one out of four—manage to earn a C average their freshman year at State."

". . . students who have more than average difficulty passing in arithmetic—you [*or, to a parent,* he] may need some extra help on this in the next few years."

Many more samples will come readily to mind. The most important thing to note is that a satisfactory report combines two kinds of information:

1) the test results of the individual person, and
2) something known about the test or battery and its relationship to the subsequent performance of others who have taken it.

Also, a satisfactory completion puts the school or the counselor out on a limb, at least a little. Some variant of "That's not so!" or, more politely, "How do you know?" will be the reaction in some cases, probably less frequently voiced than it is felt.

Well, let's face it. The decision to use a test at all is a step out on a limb. Some limbs are broad and solid and the climber need feel little or no anxiety. Some are so frail that they offer only hazard, with the bait of an

improbable reward. We climb out on some limbs of medium safety because there is evidence of a real chance that they will help us, and those whom we test, toward a worthwhile goal.

The words of the formula need not actually be used in each case. Sometimes percentiles, grade placement scores, or a profile may be what the parents should receive. But it is well to try first mentally stating the meaning of the results in the language suggested above. If this proves difficult or discomforting, a warning signal is on—reporting the numbers is likely not to be constructive in the case at hand!

The audience of parents to which our test-based information is to be transmitted includes an enormous range and variety of minds and emotions. Some are ready and able to absorb what we have to say. Reaching others may be as hopeless as reaching TV watchers with an AM radio broadcast. Still others may hear what we say, but clothe the message with their own special needs, ideas, and predilections.

The habit of using the formula, and of thinking a bit about what answer to give if the response is a challenging or doubting one, puts the interpreter of test scores in the strongest position he can occupy. In the case of achievement tests, it requires him to understand why and how the particular test or battery was chosen as appropriate for his school and his purpose. In the case of aptitude (including scholastic aptitude or intelligence) tests, it requires him to examine the evidence offered in the test manual and research studies to back up the test's claim to usefulness. And it reminds him always that it is in the end *his* thinking, *his* weighing of the evidence, *his* soundness and helpfulness as an educator or counselor that is exposed for judgment—not the sometimes wistful ideas of the test author or publisher.

The school—or the counselor—*is* exposed for judgment when telling parents about the abilities and performances of their children. The parents have the right to know. And knowledge in terms they can understand and absorb is what the school must give.—J.H.R

FIGURE 1. The guidance director found, in the classes of 1953 and 1954, 101 boys and 85 girls who had taken the *Differential Aptitude Tests* (including Verbal Reasoning and Numerical Ability) in their Tenth Grade years and the *Scholastic Aptitude Test* of the College Entrance Examination Board as Seniors. Since the CEEB reports two scores—Verbal and Math—there were four sets of data: Boys—Verbal, Boys—Math, Girls—Verbal, and Girls—Math.* The chart for the boys' CEEB Verbal results looked like this:

Of each ten boys in the Tenth Grade whose VR + NA scores are in the	on the CEEB SAT-V when they are seniors, how many will score: 399 & lower	400-499	500-599	600 & over	and how many will score 500 or above
Top Quarter of the Class		2	4	4	4 out of 5
Second Quarter	1	4	6	1	3 out of 5
Third Quarter	2	5	3	1	2 out of 5
Lowest Quarter of the Class	6	4			Very few

The other three charts were similar in appearance. For additional illustrations of expectancy charts and tables, see TEST SERVICE BULLETINS 38 and 53; the *Differential Aptitude Tests* Manual, 3rd Edition, pages 62-64; and the *Modern Language Aptitude Test* Manual, 1959 Edition, pages 15 and 16.

*For more data from this school, see the *Journal of Counseling Psychology*, 1954, I, 109-115, and 1955, II, 229-230.

Discussion Group #3

Reading and How It Relates to Other School Subjects

In all school subjects reading is at the core. Words must be read and understood from text books. Material must be read from the blackboard and test papers. Even in math vocabulary such as sets, members, equivalent, etc. must be learned and story problems read.

In this discussion group the most concrete way of showing parents how reading relates to all school subjects would be through examining some books and materials used in science, social studies, math, etc. Point out the types of comprehension and word attack necessary at various grade levels. The types of problems poor readers would have can also be pointed out and discussed.

Take opportunity to ask parents what questions they have about other subject areas. Make recommendations as to how parents can help their students in other subjects at this time.

Prepare for this session by collecting some suggestions for activities for parents related to other school subjects: Some resources are as follows.

Math - Plus
Language and Spelling - Spice, Listening Aides through the Grades
Science - Probe
Art - Create
Social Studies - Sparke

You may even want to make copies of a few suggested activities in each area to distribute.

Discussion Group #4

Personality and the Reading Process

Behavior is a big factor in learning to read and many parents are greatly concerned about their children's attitude toward school. Attitude and motivation go hand in hand.

If handled properly some of the information on the following outline may provide topics for discussion.

PERSONALITY FACTORS IN THE READING PROCESS

I. Reading and adjustment
   A. Does maladjustment tend to cause reading failure or does reading failure tend to cause maladjustment?
      1. Everyone needs success, security, and social acceptance.
      2. Failing to read blocks the child from adequate communication with an important portion of the world.
      3. Failing to read blocks the child's attempt to satisfy his needs.
      4. Failing to read may be the course of emotional disturbances.

II. Some basic needs that need to be satisfied
   A. Self-esteem
      1. Many children come to school with very little self-confidence
      2. The school must help these children acquire feelings of success and achievement.
      3. Our programs too often threaten the esteem of these people by placing emphasis on the intellectuals.
         Even though a child is well-endowed intellectually, his school experiences may result in conflict with his environment.
   B. Esteem of others
      1. A child needs social acceptance, but he seldom gets it if he's considered "stupid", "slow" or "remedial".
      2. Parents sometimes created problems for their children.
         a. They compare him with more fortunate children.
         b. They blame the teacher.
         c. They show their worry, discouragement or anger.
         d. They pressure the child.
         e. They overemphasize the importance of reading.
      3. The child has a feeling of inferiority and insecurity.
         a. Responds by neurotic behavior.
            1. stammering
            2. twitching
            3. tics
            4. bedwetting
            5. stealing
            6. lying
            7. truanting
      4. Some children need little help. Others require much.
   C. Behavior symptoms of reading failure.
      1. laziness
      2. antagonism
      3. tenseness
      4. self-consciousness
      5. nervousness
      6. inattentiveness
      7. shyness
      8. Poor readers may compensate by increased effort in other skills, but it may also defeat them in other areas.
      9. As a whole, children reading below their mental age are less stable, less secure, less well-adjusted emotionally and less socially accepted.
         a. 50% of the poor readers in a college freshman class had emotional difficulties (Wiksell)
         b. Retarded readers are more aggressive and cocky, less insightful, less apt to admit fault, less tolerant and more negativistic. (Spache)
      10. Anti-social behaviors tend to accompany failure in reading.

Gray and Reese list:

a. Unable to make friends
b. Always quarreling
c. Immediately on the defensive
d. Self-righteously good
e. Overconcerned about the behavior of others
f. Apt to cry too easily
g. Too noisy
h. Shy and withdrawn
i. Nervous and fearful

D. Cause and Effect Relationships
1. Emotional events occuring early may turn a child against reading.
2. Children may transfer their resistance as:
a. From mother to teacher
b. From eating to reading
3. Children may seek gang approval.
4. He may fight so hard to repress hostility that he has very little energy left for reading.
5. Emotional maladjustment is more frequently an effect than a cause to poor reading.
a. An early diagnosis is emphasized.
b. Alleviation is important.
c. About 1/4 of poor readers adjust successfully and develop no emotional problems.

E. Types of Treatment
1. Therapy (each treatment different)
a. Art
b. Language
c. Play
d. Psychodrama
e. Group interview
f. Sociodrama
g. Individual interview
2. Remedial Reading

F. Reading for Adjustment
1. Emotions are stirred
2. Attitudes and purposes modified
3. Innermost being is involved
4. Reading can "mirror" life and reader can appraise his own weakness. (After all images don't threaten.)
5. Some weaknesses may strengthen others.

Other Possible Discussion Topics

1. Speech problems and how they relate to school success.
2. Hearing problems and how they relate to school success.
3. Use of the Library
4. Learning Disabilities
5. Developing Hobbies
6. Learning to Read Before School Age
7. Discipline at Home

Resource speakers can be consulted in planning discussion groups or possibly invited to lead the discussion. Do not attempt to lead a discussion group on a topic you feel unprepared to handle.

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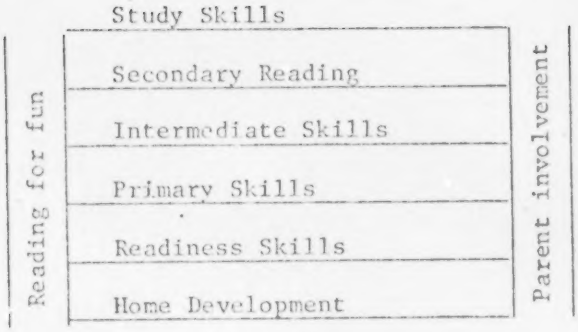
Reading Ladder of Development



PHONICS RULES

Consonant Generalizations:

1. In general, consonant letters are quite consistent in the sounds they represent. Letters which represent only one sound include b, d, f, h, j, k, l, m, n, p, r, w.

2. Consonants which combine
   (a) Consonant blends are two or more letters which are blended so that sound elements of each letter are heard - bl, black; str, string; spl, splash; gl, glide.
   (b) Consonant digraphs are two-letter combinations which result in one speech sound that is not a blend of the letters involved - shall; white; this (voiced th); think (unvoiced th); chair; chorus (ch-k) chef (ch-sh).

3. Irregular spellings
   (a) Silent consonants in specific combinations
      1) the k is silent in kn (know, knee)
      2) Double consonants - only one is sounded (sum/er)
      3) When vowel i precedes gh, the latter is silent (lig/t)
      4) The w is silent in wr at the beginning of words (/ring)
      5) When a word ends with the syllable' ten, the t is often silent (of/en)
      6) In ck combinations, c is silent (sa/k)
      7) The b is silent in mb at the end of words (thum/)

4. Two sounds for consonant c
   (a) c-k in cake, corn, curl
   (b) c-s when followed by i,e,y (city)

5. Two sounds for consonant g
   (a) regular sound in go, game, etc.
   (b) g-j when followed by e,i (gem, giant)

6. Ph-f (photo, graph)

7. Qu-kw (quack-kwack) The letter q has no sound of its own. In English spellings q is always followed by u.

8. The letter s may be sounded in a number of ways.
   (a) s-s (most common - as in sell, sew,)
   (b) s-z (his-hiz; runs-runz)
   (c) s-sh, zh (sugar, treasure)

Vowel Generalizations

1. A single vowel in medial position in a word or syllable usually had its short sound (man, bed).
   EXCEPTIONS:
      a) The vowel o followed by ld usually has its long sound; sold, cold
      b) The vowel i followed by nd, gh, ld often has its long sound; find light, child
      c) The vowel a is sounded as aw when it is followed by l, ll, w, u; walk, fall, draw, because
      d) A vowel followed by the letter r results in a blended sound which is neither the short nor long sound of the vowel; car, her, for
      e) The spelling ir is usually pronounced ur (bird) except when followed by a final e (fire)

2. When there are two vowels together, the first usually represents its long sound, and the second is silent. (This generalization applies most frequently to ee, oa, e_ ai : (fe/d, bo/t, b_/t, mail).

3. In words with two vowels, one of which is final e, the e is usually silent and the first vowel is usually long: (tak/, rub/)

4. Ay at the end of a word has the long sound of a: (may, play, say)

5. W_ n the only vowel in a word of two or more syllables, it has the sound heard in lucky, badly. (Sometimes taught as short i, sometimes as long e).

6. When y concludes a word of two or more syllables, it has the sound heard in lucky, badly. (Sometimes taught as short i, sometimes as long e).

7. Y functions as a vowel when it
   a) concludes a word which has no other vowel (my, by)
   b) concludes words of more than one syllable (happy)
   c) follows another vowel (may)

8. Dip_ ngs are two adjacent vowels, each of which contributes to the sound h_ _ (house, plow, oil, boy). This is not to be confused with Rule 2. above _ . the first vowel is heard and the second is silent.

9. The combination ow is sometimes pronounced as long o (Snow, show - context provides major clue to pronunciation.)

RULES FOR BREAKING WORDS INTO SYLLABLES

1. There are as many syllables as there are vowel sounds. Syllables are determined by the number of vowels heard, not by the number seen.

2. Syllables divide between double consonants, or between two consonants as in hap/pen, tar/get.

3. A single consonant between vowels usually goes with the second syllable; a/round, ho/tel

4. As a general rule, do not divide consonant digraphs (ch, th, etc.) and consonant blends; teach/er, ma/chine

5. The word endings -ble, -cle, -dle, -gle, -kle, -ple, -tle, -zle constitute the final syllable; mar/ble, tin/gle, mus/cle, han/dle, an/kle, tem/ple bet/tle, puz/zle, no/ble, pur/ple, bat/tle, bu/gle

6. In general, prefixes and suffixes form separate syllables; re/load/ing, un/fair, dis/a/gree/ment, pre/heat/ed, hope/less, trans/port/able, un/like/ly, ex/cite/ment

FORMING PLURALS

1. Most plurals are formed by adding s to the root word; trees, boys, houses.

2. Add es to words which end in: s,s_,ch,sh,x: bus-busses; dress-dresses; lunch-lunches; dish-dishes; fox-foxes.

3. When words end with y, change the y to i, then add es: fly-flies.

PREFIXES AND SUFFIXES

1. Common endings which begin with a vowel (er, -est, -ing, -en, -able) are usually sounded as syllables, as in rule 5 above, (syllable Rules).

2. One vowel words ending in a single consonant usually double that consonant before adding an ending which begins with a vowel: (run-running; stop-stopped; beg-begged). Otherwise the first vowel would be long, as indicated in rule 5. Under Vowel Generalizations above.

3. When a word ends in y, change it to an i before adding a suffix beginning with a vowel: busy-busied, busier, busiest.

4. Drop final e before adding a suffix beginning with a vowel: large-larger, largest

ACCENT

1. In compound words, the primary accent usually falls on (or within) the first word; sail boat; fish or man; police man.

2. In two-syllable words containing a double consonant, the accent usually falls on the first syllable; cop'per; mil'lion; pret'ty.

3. When ck ends a syllable, that syllable is usually accented; chick'en; nick'el; mack'er el.

4. Syllables comprised of a consonant plus le is usually not accented (ble, cle, dle, gle, ple, tle).

5. Prefixes and suffixes as a rule are not accented: lone'ly, un hap' pi ly, re fresh' ment.

6. In two-syllable root words, the accent usually falls on the first syllable-except when the second syllable contains two vowels: pro' per, fel' low, in' stant. (There are many exceptions, particularly if the last syllable contains a final e.)

7. Two-syllable words ending with y are usually accented on the first syllable (cit'y, ba'by, par'ty.)

8. Adding suffixes to some longer words may cause a shift in the primary accent; un' i verse-univer'sal; mi'cro scope - mi cro scop'ic.

HOMOGRAPHS are words with identical spellings, different meanings, and sometimes a shift of accent as in present, content, address. Context determines the pronunciation. "I was pre'sent" "I will pre sent' the gift"

Important Phonetic Skills

1. Definitions. The definitions of the following terms are here given as the terms are used in this book.

a. Phonetics and phonics. Phonetics is the science of speech sounds. Phonics is phonetics applied to reading.

b. Digraphs. Digraphs are made up of two letters that represent one sound. They are of two kinds: consonant digraphs, like th, ng, and ck, and vowel digraphs, like ei, ie, ea, and ay.

c. Diphthongs. A diphthong is made up of two vowels that are so nearly blended that they almost produce one sound, like oy, ou, and ew.

d. Consonant blends. Consonant blends consist of a combination of two or three consonants, like br, gr, or str, blended in such a way that each letter in the blend still definitely keeps its own identity.

2. Outline of subject matter. An examination of the teaching manuals accompanying many reading series will indicate, in spite of minor discrepancies, essential agreement as to the phonetic elements to be taught. They usually include all or most of the following:

* Single consonants in monosyllable and polysyllabic words
    a. In initial positions in words
    b. In final positions in words
    c. In medial positions in words
* Consonant blends, like st, gr, br, cr, tch, pl
* Consonant digraphs, like ch, th, sh
* Single vowels
    a. "Short"
    b. "Long"
    c. Vowels modified when preceeding r
    d. The a when preceding l or w
    e. Other vowel sounds
* Vowel digraphs, like ea, oa, ai, ay, ee, oo
* Diphthongs, like oy, oi, ou, ow
* Silent letters

3. Generalizations to be learned. There seems to be more diversity of opinion as to what rules or generalizations related to phonetic analysis should be learned that there is concerning the phonic elements to be taught. The following are among the generalizations more commonly recommended.

* A single vowel in a syllable is usually short unless it is the final letter in the syllable. (Examples: baby; bat)
* If there are two vowels together in the same syllable, the first vowel is usually long and the second silent. (Example: boat)
* If a final e in a syllable is preceded by a single consonant, a single vowel preceding the consonant is usually long and the e is silent. (Example: rate)
* The sound of a single vowel preceding an r is usually modified by the r. (Example: color)
* The sound of a single a preceding an l or a w is affected by the l or w. (Examples: fall; claw)
* A final y in words of more than one syllable is usually short. (Example: baby)
* A c before e, i, or y has, as a
* A g before e, i, or y has, as a

Important Structural Analysis Skills

1. Skill in identifying or recognizing words ending in able, ance, d, ed, er, es, est, ful, ible, ies, ily, ing, ish, less, ly, ment, ness, and s in words in which the root is known to the reader. Pupils should be familiar with the application of the following generalizations about the endings of words:

   - Words ending in y preceded by a consonant change the y to i before adding es to form a variant of the root word.

   - Words ending in y preceded by a consonant change the y to i before ed, er, est, or ly is added.

   - Many words ending in a consonant double the final consonant before ed or ing is added.

   - Many root words ending in e drop the e before adding ing to form a variant.

2. Skill in identifying or recognizing words with the prefixes ab, ad, com, de, dis, ex, im, in, pre, pro, re, sub, and un in words in which the root is known to the reader. The more advanced pupils in the elementary school may also be helped to recognize the fact that a variation of the suffix im occurs in words like illegal and illegible, where instead of them of the prefix im the first consonant of the root of the word is doubled so that the consonant preceded by i forms the prefix to the root of the word.

3. Skill in identifying or recognizing compound words where one or both parts of a compound or hyphenated word are known to the reader.

4. Skill in identifying or recognizing the possessive form when the word without the possessive ending is known to the reader.

5. Skill in identifying or recognizing common contractions like he'll, I'll, I'm, it's, there's, they're, that's, she'll, we'll, we're, what's, where's, and you'll and those ending in nt, like don't.

6. Skill in identifying or recognizing polysyllabic words partly by means of syllabication. Syllabication can aid in the identification and recognition of words. It is usually helpful to pupils to understand that there are as many syllables in a word as there are vowel sounds. It is not essential to the recognition or pronunciation of a word to know exactly where some of the breaks between syllables occur. For instance, a child does not have to know whether the division of syllables in the word tumble comes before or after the b in order to pronounce the word correctly, even though, of course, for written syllabication that knowledge is essential. However, if rules for syllabication are to be studied, these are some that may be helpful to elementary school children:

- If the initial vowel in a word is followed by two consonants, the first of the two consonants usually ends the first syllable of the word, as in big'ger.

- If the initial vowel in a word is followed by a single consonant, the consonant usually begins the second syllable of the word, as in ma'jor.

- If the last syllable of a word ends in le, the consonant preceding le usually begins the last syllable, as in ta'ble.

Syllabication

Prerequisite Skills

1. Distinguishing between vowel and consonant sounds
2. Knowing the consonant sounds and symbols that represent them
3. Knowing both long and short vowel sounds
4. Knowing the symbols that represent the vowel sounds
5. Identifying the vowel sounds heard in a word

Developmental Skills

1. Identifying the vowel sounds in two-syllable compound words
2. Recognizing syllables as parts of a word
3. Identifying the number of syllables in a word by listening for the vowel in the word
4. Locating root or base words
5. Learning common syllables in words that are affixed (tion, un)
6. Dividing two-syllable compound words into syllables
7. Dividing three-syllable compound words into syllables
8. Dividing both two and three-syllable compound words into syllables
9. Learning the VCV principle of syllabication (one consonant preceded and followed by a vowel)
10. Learning the VCCV principle of syllabication (two consonant preceded and followed by a vowel)
11. Learning the consonant and "le" principle of syllabication (consonant followed by "le")
12. Dividing two-syllable words that are not compound words
13. Dividing three-syllable words that are not compound words
14. Syllabifying four-syllable words that are not compound words
15. Learning how to accent syllables (primary accent)
16. Learning how to place secondary accents on syllables

Reinforcement Skills

1. Distinguishing between single and multi-syllable words
2. Dividing two-syllable words into syllables
3. Syllabifying three and four-syllable words
4. Accenting syllables (both primary and secondary accents)

Skill Application

1. Listening for and placing stress on certain parts of spoken words
2. Spelling new words correctly by dividing them into syllables
3. Pronouncing new words found in reading by using tool of syllabication

III. COMPREHENSION SKILLS

1. Ability to supply answers
2. Enjoy a story
3. Determine the chief idea of theme
4. Locate supporting details
5. Locate details that limit the main idea
6. Follow a sequence
7. Anticipate logical or fictional probabilities
8. Determine relevancy
9. Judge when a question is only partially answered or when it is answered as fully as possible with present information
10. Determine which meaning of a word is intended in the specific context being read
11. Interpret colloquial expressions
12. Interpret figurative language
13. Appreciate precise word usage
14. Appreciate description
15. Appreciate well-written prose or poetry
16. Interpret typographical devices as clues to meaning
17. Attempting to comprehend the author's meaning untinted by the reader's biases
18. Attempting to evaluate what is stated uncolored by the status of the author
19. Evaluate reliability of a book
20. Determine the organization of materials used by the author
21. To outline
22. To make notes which serve the purpose for which they were taken
23. Skill in locating information in a library
24. Ability to use effectively: table of contents, index, preface, glossary and appendixes of a book

25. Ability to use a dictionary

26. Ability to use a variety of reference materials

27. To summarize

28. To read pictures, maps, graphs, charts, statistical tables, etc. pertinent to one's problem

29. To skim to determine whether or not materials bear or pertain to the purpose

30. Attitude of desiring to be accurate

31. Ability to retell in one's own words the author's literal meaning

32. Appreciation of simile, metaphor and other figurative language

33. Attitude of demanding proof

34. Attitude of desiring to read widely

35. Development of tests for literary materials

36. Ability to distinguish fact from opinion

37. Ability to distinguish fact from fiction

38. Skill in detecting author bias from such areas as his background, time and place setting, his circumstances, closeness to events, and his motives in writing

39. Attitude of concluding from the data

40. Awareness of over-generalization

41. Skill in detecting special pleading and propaganda devices

42. Skill in evaluating contradictory statements

43. Skill in evaluating in light of copyright date

44. Ability to draw conclusions based on the data

45. Skill in classifying materials

46. Skill in drawing implications of materials read

DEVELOPMENTAL READING

Growth in reading is developmental and primary level instruction should be designed for a systematic building of skills in:

A. Mechanics of reading

1. Development of a large sight vocabulary
2. Development of skills in unlocking unfamiliar words
3. Development of left to right eye movements
4. Development of proper habits in holding books
5. Development of speed and smoothness in silent reading
6. Development of oral reading skills, expressions, enunciation

B. Reading comprehension

1. Building a large vocabulary
2. Ability to understand the meaning of phrases, sentences, paragraphs, whole sections
3. Ability to follow directions
4. Ability to understand main ideas
5. Ability to answer questions
6. Ability to understand a sequence of events
7. Ability to recall details
8. Ability to summarize
9. Ability to evaluate
10. Ability to remember what one has read

TERMS USED IN READING

1. Accent - special emphasis given to a syllable
2. Alphabetize - arrange in alphabetical order
3. Ambidextrous - can use either hand skillfully
4. Antonyms - words with opposite meanings
5. Articulation - formation of speech sounds
6. Audiogram - record of hearing test
7. Auditory acuity - keenness of hearing
8. Auditory Memory - ability to remember sounds
9. Auditory perception - mental awareness of sounds
10. Basal reading - initial directed reading skills using basal readers
11. Blends - combinations of two or three letters representing a blended sound
12. Closed syllable - a syllable ending with a consonant
13. Configuration - shape or pattern of a word
14. Compound words - a word made up of two root words
15. Connotation - implied meaning
16. Consonants - all the letters of the alphabet except the vowels
17. Consonant blends - See No. 11 and 16
18. Consonant Digraphs - See No. 24
19. Consonant trigraph - three consonants
20. Context - the setting of print in which a word or words appear
21. Contractions - the shortened form of words
22. Denotation - basic meaning
23. Diacritical markings - marks over letters to indicate the pronunciation
24. Digraphs - two letters which have a single sound (a) consonants (b) vowels
25. Dipthong - (oi) two vowel sounds in a syllable with a glided blend
26. Ear training - auditory discrimination
27. Experience chart - material based on the experience of the reader
28. Eye span - what the eye can see during a fixation
29. Eye-voice span - distance between the word being called and the word the eyes are on
30. Fixation pause - the time the eye spends taking in a word or words
31. Frustration level - the level of difficulty of reading where the reader becomes extremely uncomfortable when reading
32. Heteronym - words spelled the same but having different pronunciation and meanings
33. Homograph - words spelled and pronounced the same but having different meanings
34. Homonym - words having the same pronunciation but different meaning
35. Kinesthetic - sensation brought about by body movement
36. Leading - vertical space between lines
37. Listening vocabulary - the words understood when heard
38. Memory span - the number of items recalled immediately after being presented
39. Schwa Sound - a softened vowel sound found in unstressed syllables symbolized by ə.

Division of Family Services
1041 S. W. 1st Ave., Ocala
629-8811 (Child Abuse Registry
800-342-9152)

Marion County Health Dept.
1025 S. W. 1st Ave., Ocala
John E. Boysen, MD Director
629-0137

Ocala - Marion Co. Civil Defence
P. O. Box 605, County Courthouse
Ocala
622-3205 or 622-3206

Social Service Dept
Munroe Memorial Hospital
Ocala
Doris Neisler 732-111

Mental Health Assoc. of Marion Co.
124 S. E. 1st Ave.
Ocala
Lelia K. Garrett, Executive Dir.
622-8495

Alien Registration
Nearest Post Office

Division of Youth Services
Bureau of Field Services
2024 S. E. Pine Ave.
Ocala
John W. Brundage 629-8624 or
629-3718 (Youth up to age 17)

Boys Club of Marion Co., Inc.
642 N. E. 20th St. Box 1642
Ocala
622-4703 (boys 7-18 -$1.00 per yr.)

Swingset Playschool
121 N. W. 16th Ave.
Ocala
629-6405 (Children 3-6 - low
income based fee)

The Salvation Army
320 N. W. 1st Ave.
Ocala
629-1313

Division of Vocation Rehabilitation
2010 South Pine Ave.
Ocala
629-8926 (16 and up)

Children's Home Society
843 E. Silver Springs Blvd.
Ocala
629-7597 (family, marriage, individual,
child counseling)

Marion County Welfare Dept.
Marion County Courthouse
110 N. W. 2nd Ave.
Ocala
622-6508

American Nat'l Red Cross
Marion Co. Chapter
P. O. Box 807
Ocala
622-3457 or 622-7805

St. Vincent DePaul Society
5 S. E. 17th St., P. O. Box 1596
Ocala
629-0803 or 629-8092 (Money, food,
clothing, funds, etc. Catholics & others)

Ocala Ministerial Assoc.
Ocala
694-2121 (Dr. Gerald Simmons, Pres.
Money, food, clothing, etc.)

Volunteer Services Bureau
511 S. E. 3rd St.
Ocala
732-4771, Mrs. Karen May

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